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ABSTRACT

This guide, which has been developed for Utah's home economics and family life education program, contains materials for use in teaching a life management course emphasizing the problem-solving skills required for independent living. Discussed first are the assumptions underlying the curriculum, development of the guide, and suggestions for its use. The remainder of the guide consists of materials for use in teaching units on the following topics: course overview, values and goals, relationships, life roles, resources, the process of practical reasoning, choosing a place to live, meeting transportation needs, managing finances, planning food for optimum health, selecting and caring for clothing, preparing for marriage, thinking about parenthood, and leadership. Each unit contains some or all of the following: unit objectives; unit outline listing the life essential/skill and subproblem(s) covered, unit value assumption, unit objective, and topics of the unit's lessons; resource list cross-referencing student handouts, teacher materials/information sheets, and transparency masters for each lesson; and unit lessons. Each unit lesson contains some or all of the following: statement explaining the lesson's focus, list of suggested activities, student handouts, teacher information sheets, transparency masters, and lesson test activity/test bank. (MN)

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ED 385 700

# UTAH HOME ECONOMICS AND FAMILY LIFE CURRICULUM GUIDE

# *LIFE MANAGEMENT*

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## Moving Out!

BEST COPY AVAILABLE

-SOLVING PRACTICAL PROBLEMS FOR INDEPENDENT LIVING-

# UTAH

## HOME ECONOMICS AND FAMILY LIFE EDUCATION CURRICULUM GUIDE

WORKING DRAFT

*Life Management:*

# Moving Out!

—Solving Practical Problems for Independent Living—

UTAH STATE BOARD OF EDUCATION

1992

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*The development of this Life Management curriculum guide was made possible by the interest and efforts of a number of people who are concerned about education for family life in Utah. Teachers, administrators, counselors, parents, and many students have offered opinions and ideas about how a one-semester comprehensive course should attempt to prepare adolescents to establish homes and families of their own. Each suggestion and different perspective has been gratefully received and carefully considered. Though a curriculum is never "finished," this guide represents our best efforts to weave it all together into a comprehensible, yet digestible whole. We appreciate all the support and cooperation that has brought us this far.*

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# PREFACE

The major purpose of this Life Management course is to integrate popular topics in home economics including food, clothing, housing, finances, transportation, marriage, and parenting within a family context. A second purpose is to prepare students to use their knowledge of these topics to solve practical problems affecting their well-being and that of others as they establish homes and families of their own. Students will need to learn to consider their needs with regards to providing their own housing, food, and clothing, managing finite resources, and nurturing development of themselves and others. These problems encourage students to examine their own values and goals, relationships, life roles, and resources in order to make the best decisions.

This curriculum is written in a practical reasoning format. This format guides students in learning to reason in an informed manner about family problems. The Utah State Guide provides a basis for a practical reasoning approach and for encouraging students to develop problem solving, reasoning skills as they prepare for the work of the home and family in a Life Management course.

The Life Management course is consistent with the mission of vocational home economics programs in the state of Utah:

> The mission...is to prepare youth and adults for competence in the work of the family...Competence in the work of the family requires knowledge and skills in the areas of individual, child and family development, textiles and clothing, nutrition and foods, housing and living environments, and consumer and resource management (Program Planning and Curriculum Guide for Vocational Home Economics Education in the State of Utah, 1990).

## CURRICULUM ASSUMPTIONS

A contemporary family life course that incorporates problem solving and reasoning skills is based on the following assumptions:

1. Learners in middle to late adolescence are capable of learning to reason about issues related to living independently. Reasoning about these issues is especially relevant to their developmental stage.

2. A social need exists for young people to gain knowledge and skills about home and family. Stress and pressures on families and households has increased dramatically in the past decade and will probably continue to do so. Individuals need family-based information to help them cope in a complex, demanding society.

3. Knowledge related to home and family issues is well developed. The influence of values on actions taken toward solving problems related to home and family is a legitimate basis for focusing this knowledge.

4. A family life course is an appropriate educational avenue for adolescents who desire to critically and rationally examine problems related to home and family.

# DEVELOPMENT OF THIS GUIDE

The idea for the development of this course grew out of a mutual concern of the project directors. We were concerned about the increasing specialization of courses in secondary school programs and the loss of a comprehensive general course for all students. For example, we felt that though a foods class may be thorough in covering topics about food, many family connections with food may be overlooked. Likewise, a family relations class may consider many important family issues, but family food issues may be overlooked. We felt a need to try and conceptualize a course that would appeal to a broad spectrum of students who may not have time for a number of home economics electives, but who would still enjoy and benefit from an overview of family topics. The State Office of Education agreed and funded the project for a total of three years.

The development of this guide was based on research done in the fall and spring of 1989-90. Forty-one adults (including assistant principals, counselors, school board members, home economics teachers, university professors, parents) and nearly 300 high school students ranked 72 home economics topics to give their opinions about what students need to know most when preparing to establish homes and families of their own. The 72 topics were excerpted from the Census Study list of topics (Hughes, et al., 1980). A review of home economics literature revealed a number of recommendations about what basic topics should be included in a course to teach homemaking skills to teens (Brown, M., and Paolucci, B., 1979; Drew, J.D., Jones, F. G., & Siegel, J.S., 1981; Hughes, R.P., Rougvie, B., & Woods, B., 1980; Simpson, E.J., 1981; Vocational Education Amendments, 1976). The most comprehensive, current list of home economics topics available was found in the Census Study (Hughes, et.al., 1980). Participants in the Census Study developed lists of 20 topics considered essential in each of the six subject matter areas in home economics including food and nutrition, textiles and clothing, child development and parenting, consumer education and management, family relations, and housing/home furnishing/equipment. For purposes of our research, a panel of teacher educators narrowed each list of twenty topics to 12 by selecting topics considered most critical to teens as they prepare to live independently. Topics were then arranged in a Q-sort format.

Results of the Q-sort suggested a new integration of home economics topics. A review of the list of top twenty topics in the sort revealed several important themes. First, the high ranking of values and goals, self-concept, and problem-solving/decision-making implies an emphasis on individual assessment of what is most important and how to achieve personal goals. A theme of "relationships" is suggested by numerous references to topics about parenting, commitment, communication, expectations, and family planning issues. Third, topics suggest a need to interact with others to solve problems. The need to interact suggests that students should understand their individual "roles" as they interact with others to solve problems in the home and family context. Fourth, housing, food planning, clothing care, personal appearance topics suggested an emphasis on "resources." Further emphasis on finances apart from resources also appeared to be important. Finally, themes of "marriage" and "parenthood" were suggested. These sections of the course should focus on readiness issues as indicated by topics such as emotional and financial considerations of parenting, readiness for serious commitments such as marriage and parenthood, and concern about family planning, birth and characteristics, expectations, and realities of relationships.

Least important rankings were given to topics of arranging furniture, storage, and aesthetic aspects of home furnishings. Other topics in the last 20 topics included life cycle topics, construction skills, advertising, and marketing. A surprising finding was that both students and adults felt that teens should learn to make decisions based on personal values and goals. Students and adults agreed about topics in most areas. One important difference was that students ranked concern about marriage much higher than adults. As a consequence of this finding a unit on considering marriage in included. A disadvantage of the Census Study topic lists was the absence of two current areas–transportation and career or job preparation. A pilot study of the curriculum showed the need to include a section on career development so this area has been added.

This course is different from other home economics courses in Utah in two major ways. First, it integrates family issues such a housing, transportation, food, clothing, and finances in light of individual values and goals, relationships, roles, and resources. Second, topics are approached in a practical problem format. The practical problem approach answers two needs. One is the need to incorporate a consideration of values and goals and how one's decisions in light of personal values and goals affect others. A second need is the possibility for reconciling the differences between educators and school patrons with regards to skill building in home economics versus teaching critical thinking and problem solving. Our research showed a significant difference between educators and non-educators between the value held about problem solving and skill development. Educators appeared to value problem solving, decision making, and planning processes while non-educators valued topics such as food preparation, expression through clothing, and mate selection. This finding indicated to us that perhaps home economics educators are willing to use a problem-solving approach, but may have pressure from non-educators to concentrate on skill-based topics such as food preparation (Laster, 1982; Shear and Hultgren, 1981). A problem-solving approach with regard to daily concerns may be an approach that has appeal to both teachers and their audiences.

This course is designed as an exit-level course for high school juniors and seniors with or without previous experience in home economics programs. Students who have already had several home economics courses can benefit from this course as it helps integrate content from other classes such as Parenting, Foods, Child Development, etc. Students with no previous experience can benefit from a one semester course about all areas of family life.

Successful independent living requires decisions about many important issues. Considering practical problems such as obtaining housing, planning food, maintaining personal appearance, etc. in light of values and goals, relationships, roles, and resources adds up to a new integration of home economics subject matter areas. This new integration is the basis for this Life Management guide.

Shirley R. Klein, Ph.D. and RoseMary Lindberg, M.S.
Project Directors
August 1992

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Brown, M. & Paolucci, B. (1979). Home economics: Adefinition. Washington, D.C.: American Home Economics Association.

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# TO THE TEACHERS WHO USE THIS GUIDE—

1. This Life Management guide integrates 3 important components: life essentials, practical reasoning, and practical problems. Life essentials are developed, then practical reasoning is the means for using these essentials to solve practical problems of life. These 3 parts are an important skeleton for the guide. The Introduction gives an overview of this idea and we highly recommend that you spend a day presenting this to your students.

2. Units 1-5 are arranged so that you will cover them first. Units 6-12 are in an order that made sense to us, but you may use them in any order. We have suggested an amount of time to spend on each unit, but you will want to plan your scope and sequence to fit your needs.

3. It is not possible to teach all that is included in this guide. Units include a focus, a problem, value assumption/s, a lesson to expand each assumption with a number of suggested activities, a practical reasoning exercise, and a test bank. Teach to the lesson objective by selecting the activities most suitable for your students and their needs. Some of the activities may spark your own creativity and we encourage you to add pages of your ideas within each unit. The format is easily expandable.

4. Look for the Resource Summary page for each unit. This is an overview of special resources that you may want to be aware of in advance so you can make arrangements to have them ready when you need them. We haven't done an exhaustive survey of videos, films, or texts for these topics. You will know of some, others are always newly available. Add yours to the list of resources we've begun. Again, we appreciate the teachers who have shared these ideas.

5. Student Handouts, Transparency Masters, and Teacher Information are parts of each unit. Use them as needed.

6. If you glance at the "Marriage" and "Parenthood" units and think that they are less important in a Life Management course, please reconsider. We have approached these two topics in the context of making important choices about life in general. These two topics are important at the end of this course--they serve to refocus some of the important themes throughout the course; they also invite teens to consider carefully the issues of becoming both a spouse and a parent.

7. We encourage you to incorporate FHA-HERO into your classroom. We've included a unit titled "Leadership" that's full of ideas for activities and suggestions to help you.

8. The main idea of this guide is to provide an educative avenue for teens about to begin their lives independent of the family home. We hope you can catch the vision and see the possibilities for using this type of approach for a wide audience in your school!

# Suggested
# Scope & Sequence

## "Life Management"

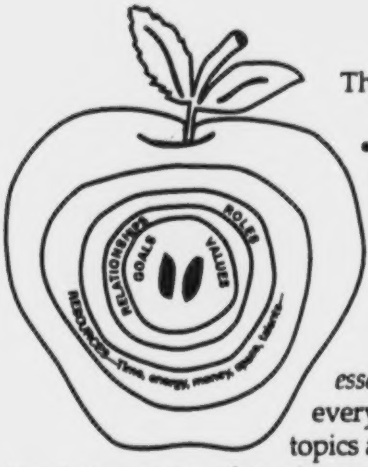
18 week semester, 5-55 min. periods per week
Note: Only a rough outline. Adapt to your class and its needs.

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
| INTRO | Unit 1- VALUES | | | |
| | UNIT 2- RELATIONSHIPS | | | UNIT 3- ROLES |
| | | | | UNIT 4- RESOURCES |
| | | | | UNIT 5- PRACTICAL REASONING |
| | UNIT 6- HOUSING | | | |
| | | | | |
| | UNIT 7- TRANSPORTATION | | | |
| | | | | |

| | | | | |
|---|---|---|---|---|
| | UNIT 8- FINANCES | | | |
| | | | | |
| | UNIT 9- FOODS | | | |
| | | | | UNIT 10- CLOTHING |
| | | | UNIT 11- MARRIAGE | |
| | | | | |
| | | UNIT 12- PARENTHOOD | | |
| | | | | |

Note: You'll notice that this scope and sequence only includes 16 weeks. The extra time is for those days at school that are interrupted due to assemblies, etc. Also, you'll want to plan in review days and test days. This outline helps you see at a glance that you must move quickly through the major topics to cover them all. Choose activities to suit your needs and use the time to best advantage.

# ESSENTIALS OF INDEPENDENT LIVING



This section contains information about the following lessons:

- Introduction to Course
- Values and Goals
- Relationships
- Life Roles
- Resources

Values and goals, relationships, life roles and resources are *life essentials*. They are "tools" that help integrate the subject matter of everyday life. By viewing these topics in connection with more popular topics about family life, such as food, clothing and housing, etc., we are able to see a more complete picture of life as it really is. Once these topics are developed here, we will use them over and over to solve problems that arise in independent living situations.

First, let's introduce the course and see the "big picture" about this class and life ahead!

## INTRODUCTION

| Lesson | Student Handouts | Other Teaching Methods | Teacher Information | Transparency Masters | Other References |
|---|---|---|---|---|---|
| Introduction to Course | "Writing in this Course"<br>"Two types of Writing" | Paper plates | "Life Game"<br>"Integration of Topics"<br>"Course Overview"<br>"Characteristics of Perennial, Practical Problems" | "Topics"<br>"Integration of Topics"<br>"Course Overview"<br>"Characteristics of Perennial, Practical Problems"<br>Clear and blurry pictures on Intro-14 and Intro-15 | |

# Introduction to Course

**LESSON:** Overview of "Life Management" course

**FOCUS:** Successful independent living requires decisions about many important issues such as housing, food, clothing, finances, relationships, etc. We can learn to be responsible for our choices and to reason thoughtfully about them. That is the purpose of this course--to help us understand our responsibility for choices about our everyday lives and to learn skills and information about making those choices. Today we'll preview some of the topics we'll be covering and how we'll go about it.

**ACTIVITIES:**

1. Play the "Life Game" to show the importance of teamwork in life. Use Teacher Information, "Life Game."
2. Explain how topics of this course are integrated. Use Teacher Information, "Integration of Topics" for background. Use Transparency Masters, "Topics" and "Integration of Topics" to help students visualize course topics and how topics are integrated.
3. Show students an overview of the course. Use Teacher Information and Transparency Master, "Course Overview".
4. Explain the meaning of a perennial problem and practical problems. Use Teacher Information and Transparency Master, "Characteristics of Perennial, Practical Problems."
5. Show how writing will be an important part of this course. Use Student Handouts "Writing in this course," and "Two Types of Writing." Use a blurred, then a clear picture of a teen, apartment, car, food, career, money, marriage, or child. (To illustrate, copy a picture from a magazine on a light, black and white setting, then make a sharp, color copy of the same picture. Make a transparency of each). Use Transparency Masters on pp. Intro-14 and Intro-15.
6. Ask students to write a brief answer to the question:

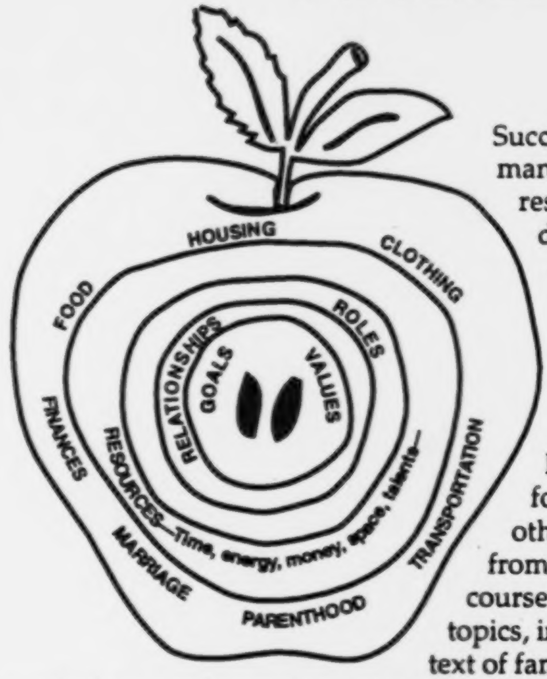
   "What is the practical problem I'm most interested in learning about and why?"

   If time allows, ask some students to share their answers. Point out the similarities and differences of the responses. Students have many similar interests like housing, cars, money, etc., but their concerns are not exactly the same.

## "LIFE GAME"

This game will help the students understand the importance of teamwork in life. Get a group of seven or eight students that will play the part of a family. Have eight paper plates that have the name of each of the units on them, i.e. housing, clothing, food, transportation, etc. The object of the game is to use the paper plates as stepping stones in order to cross a designated area, which may be a ten or fifteen feet span in front of the classroom. Have the family stand single file with the last family member holding all of the plates. Have the last family member give the first plate to the person in front and continue to pass it up to the "parent" in the front of the line. The "parent" then places the plate on the ground and places a foot on the plate. The last person then hands up the next plate until it reaches the front of the line and the parent places it in front of the previous plate and steps onto it with his or her other foot. As the plates continue to be handed up the parent places it in front and uses it as the next stepping stone. At the same time as the plates become open the next person in the family steps on them. The idea is to get all the plates on the floor by handing them one by one to the front and the using them as stepping stones to help the entire family cross the designated area. The last person in line collects the plates so none are left after the "family" uses them. If any family member falls off of the plates then the whole family must start over. After the students understand the game, the teacher can divide the class into families and have them compete against each other and see who can work best together and cross the designated area first.

# "INTEGRATION OF TOPICS"

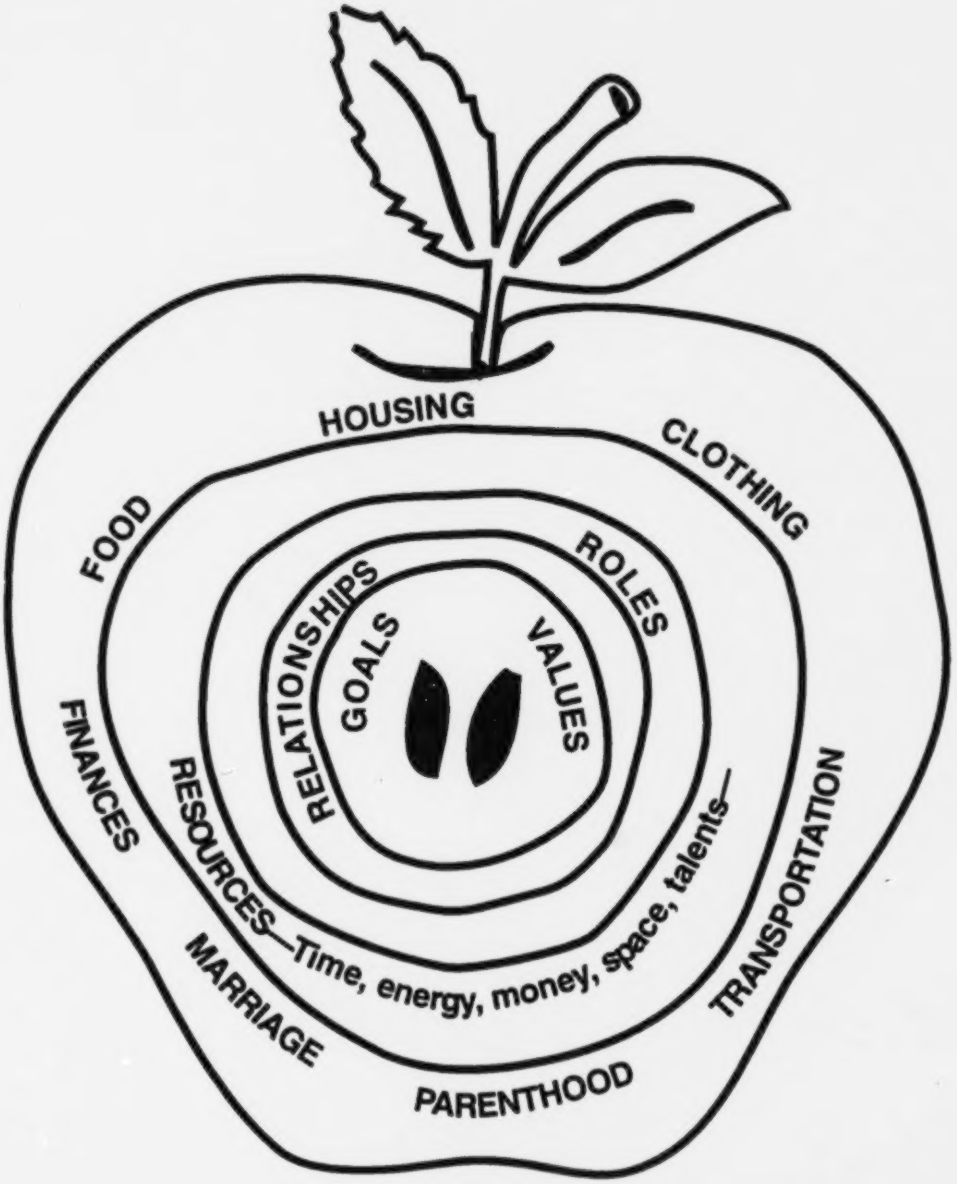


Successful independent living requires decisions about many important issues such as housing, food, clothing, resource management, relationships, and human development. These decisions are made in the context of individual values and goals and require students to reason thoughtfully about their choices. The problem is how to organize a study of these issues so that a few activities do not eclipse the integration that is essential to a meaningful study. Too often a home economics course, however well-intended, ends up concentrating on food preparation and clothing construction. On the other hand, family living is often studied in isolation from food and clothing concerns. The purpose of this course is to consider a variety of independent living topics, including food and clothing issues, within the context of family and home. To accomplish this purpose the curriculum needs a certain integration.

One way to visualize the integration of the topics is to imagine an apple. The integration of this course begins with values and goals at the core. That is, the first task of life management is to identify what one values, then set goals that are in harmony with those values. Values and goals are the seeds inside the apple. Next, the "fruit" of the apple includes several important parts. Students must examine who they are or want to be as they prepare to assume independent lives. Students should also examine relationships with others, the importance of balancing roles at home and work, and ways to use resources to satisfy needs in relation to personal circumstances, relationships, and roles.

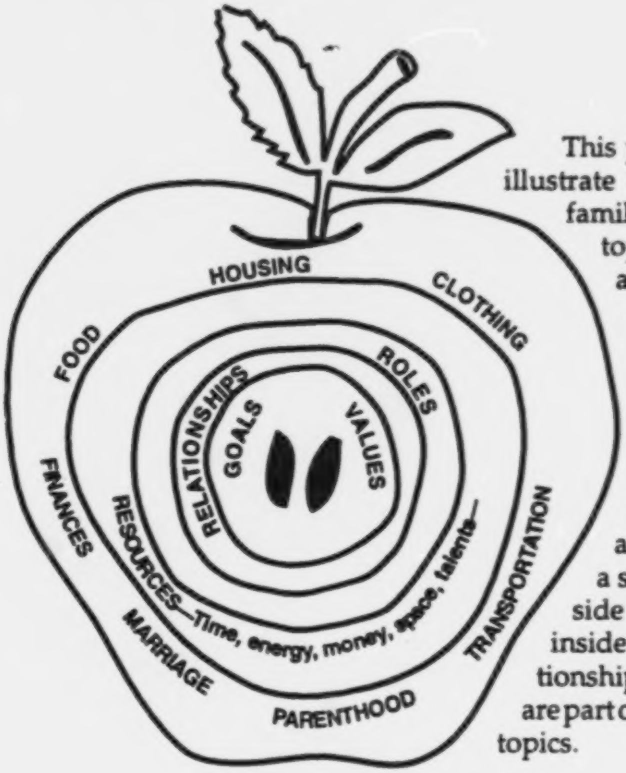
The outer part of the fruit and the skin represent many important activities that take place in the home. For example, an important task is learning to manage personal finances. Students can apply the core of values and self understanding to work toward adequate solutions to the problem of managing finances. The same process can be applied to issues of housing, transportation, food, clothing, and preparation for marriage and parenthood. Each practical problem is connected to the core that begins with values. Slice the housing wedge of the apple to include a piece of the core to see the integration of the topics. Housing alone, or food or clothing alone, can become activity for the sake of activity and the meaning of to independent living is lost. When housing is connected to the core, the "seed" of values and goals becomes a renewing force to give life and meaning to the study.

# "TOPICS"


HOUSING
CLOTHING
FOOD
ROLES
RELATIONSHIPS
GOALS
VALUES
FINANCES
RESOURCES—Time, energy, money, space, talents—
TRANSPORTATION
MARRIAGE
PARENTHOOD

# "INTEGRATION OF TOPICS"

# "Life Essentials and Practical Problems"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VALUES
FINANCES
RESOURCES—Time, energy, money, space, talents—
TRANSPORTATION
MARRIAGE
PARENTHOOD

This picture of an apple is used to illustrate how the parts of home and family life fit together. The seven topics of this workbook are listed around the outer edges of the apple—*housing, finances, transportation, food, clothing, marriage and parenthood.*

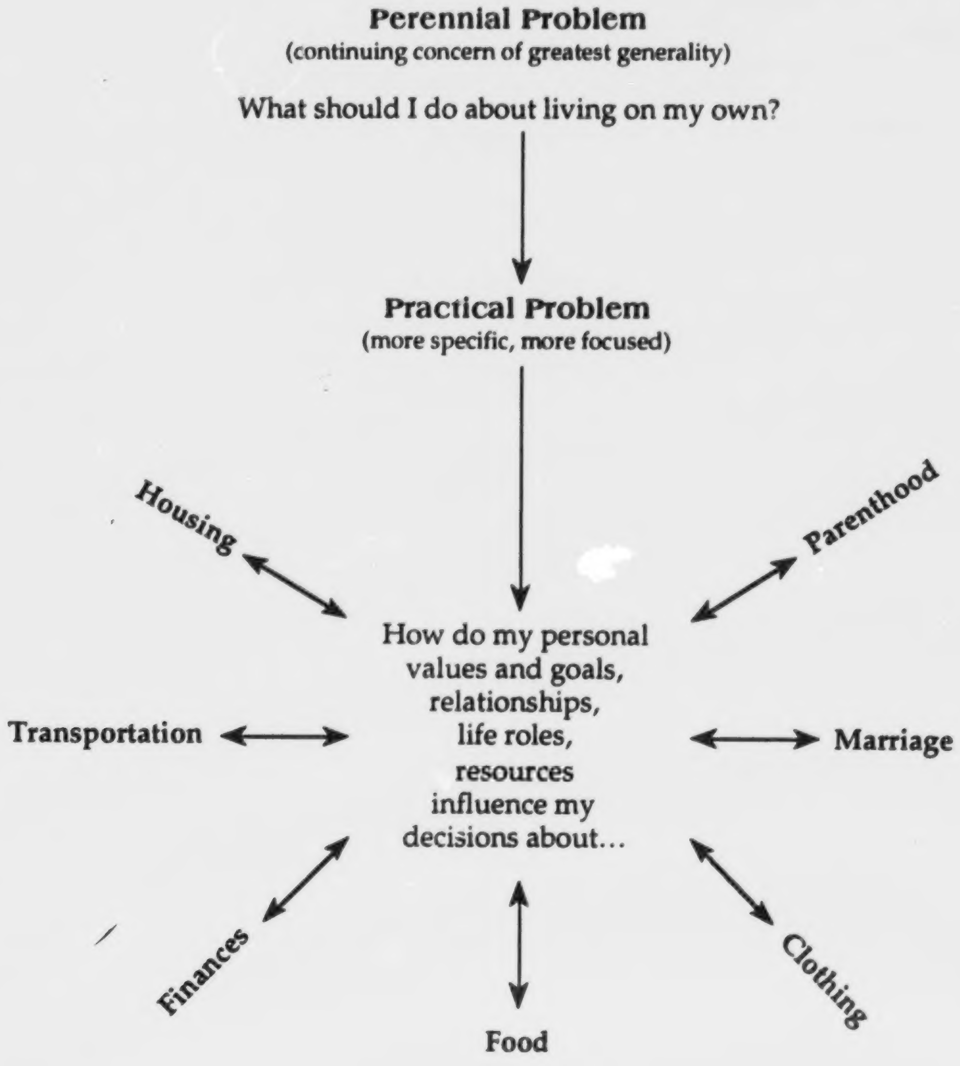
The inside circles of the apple represent aspects of life that affect each of the seven areas in different ways. Just as a slice of apple includes the outside all the way into the core, these inside areas—goals and values, relationships, roles, and resources are part of each of these seven topics.

By recognizing these interactions or connections, we are seeing a more complete picture of reality. Your values and goals will influence decisions you make with regard to housing or food or marriage. The roles you assume in life will affect your different choices. As you prepare to move out and live on your own, an awareness of these different areas and how they connect will help you in transferring problem-solving skills in a variety of situations.

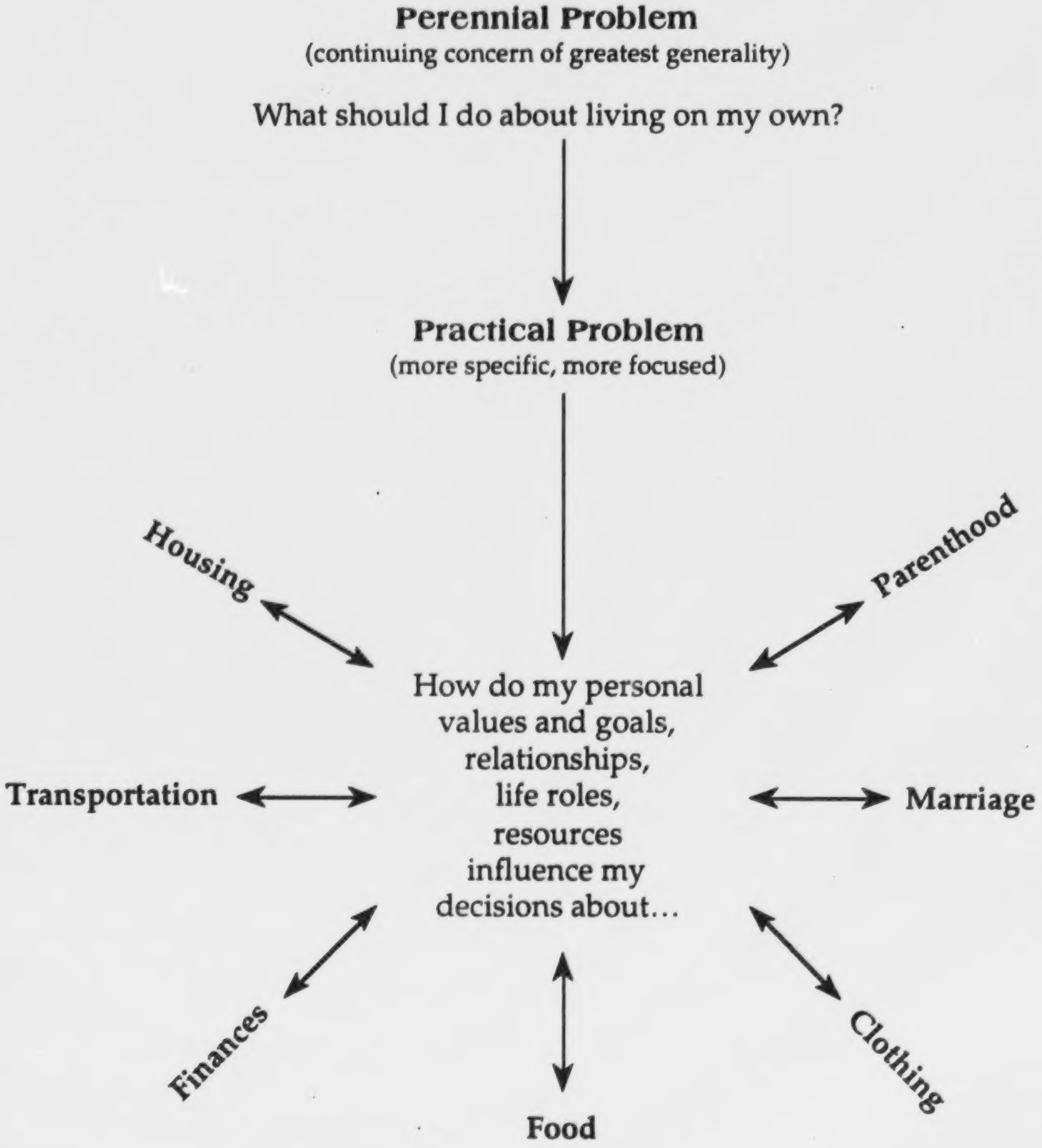
## COURSE OVERVIEW

This curriculum guide is organized around value-based problems which require critical and creative thinking. The purpose of value-based problems is to help students see the connection between what they value and what they do. A discussion format and exchange of ideas helps students see that the same practical, every-day problems can have many different solutions.

This guide identifies a **perennial** problem..."What should I do about preparing to live on my own?" and **practical** problems which are sub-problems of the perennial problem.


Perennial Problem
(continuing concern of greatest generality)
What should I do about living on my own?
Practical Problem
(more specific, more focused)
How do my personal values and goals, relationships, life roles, resources influence my decisions about…
Housing
Parenthood
Transportation
Marriage
Finances
Food
Clothing

# "COURSE OVERVIEW"



**Perennial Problem**
(continuing concern of greatest generality)

What should I do about living on my own?

**Practical Problem**
(more specific, more focused)

How do my personal
values and goals,
relationships,
life roles,
resources
influence my
decisions about…

**Housing**

**Parenthood**

**Transportation**

**Marriage**

**Finances**

**Food**

**Clothing**

# CHARACTERISTICS OF PERENNIAL, PRACTICAL PROBLEMS

1. They are common and recur from one generation to the next. Practical problems are designated as "perennial" to indicate that they are not time specific. Every generation of families must deal with problems of this nature. While the manifestations of these problems are unique for individual families and there are countless particulars to consider, the **substance** of the concern remains relatively constant.

2. They present questions that must be answered. They involve decision and action, even if the action is to do nothing.

3. The grounds on which decisions should be made are uncertain. They cannot be solved with a set of rules that applies to every situation.

4. In solving such problems, an existing state of affairs must always be taken into account. We must consider the family, social, and cultural contexts in which problems exist. Problems themselves may have a history. If decisions are to be rational, they must be based on a thorough understanding of the situation within its context.

5. Each solution is in some ways unique and belongs to a specific time and context. The problem may recur but the solution of any given problem will vary according to the individual/s involved in that particular time and place.

6. Questions will require choices between competing goals and values. Perennial practical problems are typically concerned with values. Selecting one solution or course of action instead of another represents a value judgment or statement of worth. Solving these problems may also require mediating among the competing values of involved parties.

7. The outcome of the solution chosen can never be precisely predicted. There are many possible solutions and there is no way of knowing for certain what outcomes would have resulted from a different solution.

8. Grounds for answering the question lead us to suppose that if appropriate action is taken, a desirable state of affairs will result.

When selecting practical problems for study, ask yourself:
- Does this problem represent a complex issue or ongoing family concern?
- Does this problem allow students to examine how individuals, the family, and society will be affected, and, vice versa?
- Does this problem allow for diversity of thinking?

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- Does this problem allow for diversity of thinking?

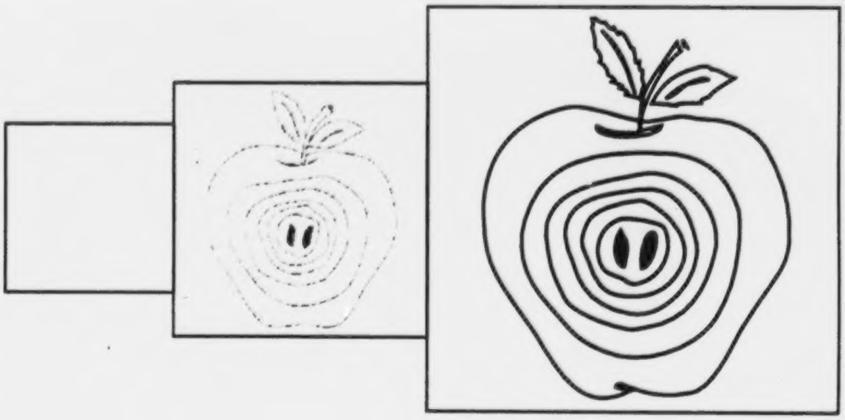
*This space is for notes, personal thoughts, doodling, ideas you disagree with . . .*

# "Writing In This Course"

We often don't take time to do much writing. However, there are benefits to writing as we progress through this course. Answers to questions and concerns are actually inside of us—answers to how we would deal with relationships, how we would deal with situations we find ourselves in, and how we would make certain decisions. By bringing our questions and possible answers out into the open, we can clarify or evaluate them.

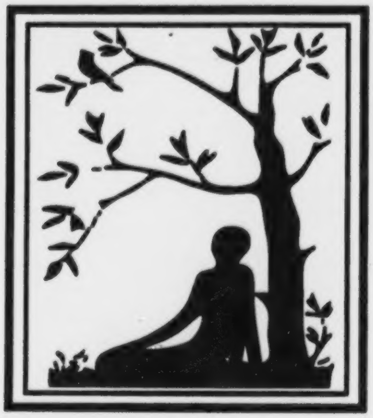
The more we write, the better we learn. Writing is a powerful tool for developing critical thought. It helps us visualize our thoughts and therefore modify, extend, develop, or critique it.

So use your writing to get clear about your world and what you want out of it. Do not worry if you don't do everything you intend. No one does.

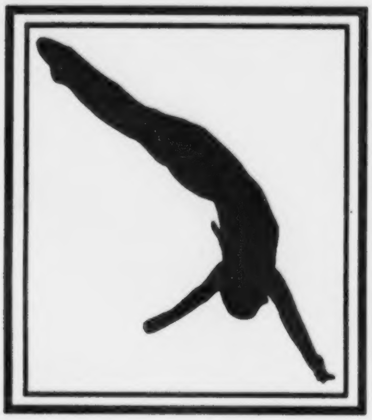


# Two Types of Writing

There will be a number of hands-on activities and practical problems to work out throughout this course. Two types of writing will be used within each unit. Graphics will be used to identify these two different kinds of question and answer processes.



The reflective graphic represents a kind of question that allows you to search yourself for feelings, opinions, thoughts, concerns, questions, and solutions you may have.



After exploring the reflective questions in each section, the commitment questions ask you to describe what you would actually do. Remember that as you go through life, your perceptions will change and additional experiences will broaden your view. Later you may answer the same questions differently.

Life Management:
Moving Out!

# Unit One

*In this unit students will :*

- *Identify values*
- *Explain the meaning of "values"*
- *Analyze what influences values*
- *Compare situations that create conflicting choices*
- *Explain how values influence goals*

## Values and Goals

# Unit One

*Suggested time for unit: five 50 minute class periods.*

**LIFE ESSENTIAL:** **Values and goals**

**SUB PROBLEM 1:** How will my values and goals affect choices I make when I live on my own?

**VALUE ASSUMPTION:** Values and goals give direction for successful independent living.

**OBJECTIVE:** Examine how values and goals affect choices.

**LESSONS:**

A. Identify values.
B. Explain the meaning of values
C. Analyze what influences values.
D. Compare situations that create conflicting choices.
E. Explain how values influence goals.
F. Test Bank

## RESOURCE LIST

### Unit 1: Values and Goals

| Lesson | Student Handouts | Other Teaching Materials | Teacher Information | Transparency Masters |
|---|---|---|---|---|
| A: | "Values and Choices"<br>"Just Between You and Me"<br>"A Picture's Worth. . ."<br>"Forced Values Test"<br>"Evaluation of Forced Values Test"<br>"Your Own Values" | Any video or filmstrip with a "people sense" | "Choices" | |
| B: | | Quiz made up by teacher | "Another Position about Values"<br>"A Value-Based Exercise"<br>"Broken Windows in L.A."<br>"Discussion Sheet" | pp. 1-14, 1-15, 1-16 |
| C: | "Values Are Influenced" | | "It's O.K. Son, Everybody Does It"<br>"Developmental Stages"<br>"Cavemen Example" | |
| D: | "Conflicting Choices" | | "Conflicting Choices" | |
| E: | "Time Line"<br>"Mission Statement" | Film "The Emmett Smith Story"<br>Connections by A. Roger Merrill, published by Institute for Principle-Centered Leadership, $16.95<br>Oh, The Places You'll Go by Dr. Suess | "Babe Ruth & Wilma Rudolph"<br>"Attitude" | |

# LESSON A

## Identify Values

**FOCUS:** Values influence choices whether we are conscious of our values or not. Understanding what we value helps us make better and more satisfying decisions about important life choices.

**ACTIVITIES:**

1. Students will experience the effect of values on their choices. For this activity class members stand and listen to two choices as the teacher reads them. They make the choice by going to one side of the room or the other. They must be prepared to defend their choice--the teacher will call on each student at least once to defend their decision. Use Teacher Information, "Choices!" Discuss how values influence choices.
2. Illustrate values people have and how their values influence their choices. Use any classroom filmstrip or video with a "people scene." Watch the film for 5-10 minutes then freeze the film on one frame. Help students describe the scene and analyze the description for evidence of values. Use Student Handout, "Values and Choices."
3. Students will begin to identify their personal values. Have students choose a partner and work in pairs to repeat the process in Activity 1. This time students will "freeze a frame" from their own life, describe it, and analyze it for evidence of their own values.
4. Students will identify some of their values by completing phrases like, "If I had a million dollars..." Use Student Handout, "Just Between You and Me."
5. Students will identify some of their values by making a collage. Clip pictures and/or words that illustrate values. Use Student Handout, "A Picture's Worth..." or have students use a poster board.
6. Students will take a "Forced Choice Values Test" to identify some of their personal values. Use Student Handout, "Your Own Values."

[Source: Colorado Core Curriculum, Life Management, 1991]

This is one example of someone's list of values. Values are built out of the day-to-day working, playing, loving relationships of people. Values are identified by the people one knows - the people with whom one identifies. Values emerge as one's own true self. They are developed through experiences and situations in which one feels secure.

# "Choices!"

Students in the class slide chairs back and stand in the middle of the room. Listen to two choices as the teacher reads them. Students make the choice by going to one side of the room or the other. They must be prepared to defend their choice–the teacher will call on each student at least once during the activity to defend their decision.

**Rules:**

1) No one can criticize or ridicule anyone else's choice.
2) Everyone has to choose and be prepared to explain their choice.

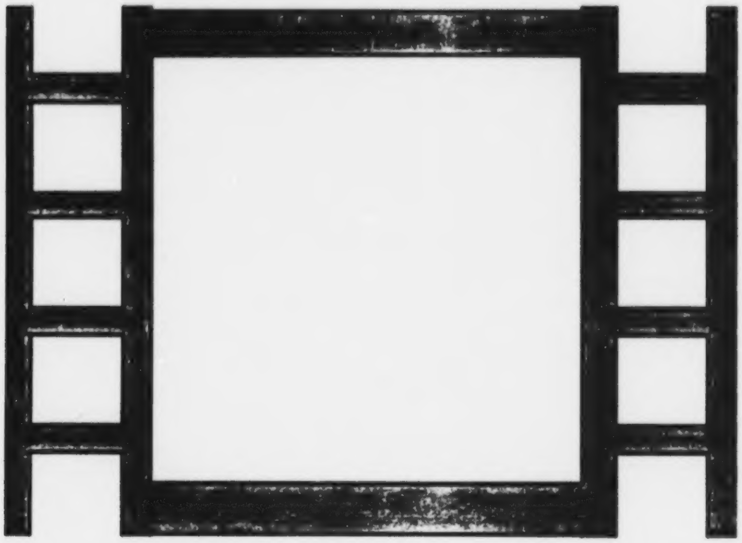
Choices begin with easy decisions and progress to more difficult ones. Which would you choose?

1. Would you choose pizza or chocolate?
2. Would you go to a dance or a movie?
3. If you went to a movie, would you rather see "Robin Hood" or "Beauty and the Beast?"
4. If you dyed your hair, would it be red or brunette?
5. If you planned to go to Disneyland with a friend and a family crisis came up, would you go with your friend or stay with your family?
6. If you saw someone cheating would you say something to the person or report it to the teacher?
7. If you saw a close friend shoplift, would you say something to your friend or let it go?
8. If you were caught speeding, would you try to get out of it, or accept gracefully?
9. If a close friend missed class when the answers to an assignment were given, would you let them copy yours or tell them to get the answers on their own?
10. If a popular group of kids were picking on someone, would you tell them to knock it off or just walk on by?
11. If a friend tells you she's pregnant and plans to get an abortion, would you try to talk her out of it or help her get information to make a better choice?
12. If your friend is on drugs and you had tried to help but it hadn't made a difference, would you tell the authorities or just let it go?
13. If you were a parent and your daughter was dating someone with AIDS, would you forbid her to see him again or allow her to continue dating?

[NOTE TO THE TEACHER: Add more statements or change these to suit your class. Notice that the choices become more and more difficult.]

## "Values and Choices"

Compare values to a film projectionist watching a movie of a life frame by frame. To focus in on one idea or theme, the projectionist freezes one frame of someone's life and blows it up for them to see. For a few minutes visualize a "frame" in someone else's life. Describe it in the space below.



What do you discover about values when you take a close look at someone's life? ____________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

What values are related and how are they related to the choices this individual might make? ____________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

## CORE ISSUE 1

*How will my values and goals affect choices I make when I live on my own?*

## Journal entry #1

*What surprises me about my values?*

## "Just Between You and Me"

Complete the following phrases with the first thought that pops into your head.

1. On Saturdays, I like to ______________________________
______________________________
2. If I had 24 hours to live, I'd ______________________________
______________________________
3. If I had my own car and all the gas I needed, I'd ________
______________________________
4. I feel best when people ______________________________
______________________________
5. If I had a million dollars ______________________________
______________________________
6. Secretly I wish ______________________________
______________________________
7. I hope my children won't have to ______________________________
______________________________
8. I would risk my life for ______________________________
______________________________

Look at your responses. What values are reflected in your answers?

______________________________

______________________________

______________________________

______________________________

______________________________

## "A Picture's Worth. . ."

Clip pictures and words from magazines for a one-page collage to illustrate your personal values.

## "YOUR OWN VALUES"

Usually the more accurately individuals perceive their values, the more they are able to make satisfactory decisions and set appropriate goals.

List values that you think you have developed:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

Would you star the three values you think are the *most* important to you and check the three *least* important to you.

To decide which of our values is most important is often very difficult. The following is a values test which should help you to do just that.

### FORCED CHOICE VALUES TEST

Directions: Circle the number preceding one of the two choices in each category. You must choose one number in each pair of items.

6. to do new and different things often.
12. to do things well.

9. to do what is right according to my beliefs.
12. to do things well.

1. to be reasonably sure about the future for myself and my family.
10. to have things neat, orderly, and organized.

3. to have people think well of me.
8. to create an atmosphere that makes for satisfying family living.

5. to have as much freedom as possible to do things I want to do.
6. to do new and different things often.

6. to do new and different things often.
10. to have things neat, orderly, and organized.

1. to be reasonably sure about the future for myself and my family.
5. to have as much freedom as possible to do things I want to do.

3. to have people think well of me.
6. to do new and different things often.

5. to have as much freedom as possible to do things I want to do.
7. to have friends.

10. to have things neat, orderly, and organized.
11. to have as many good things as possible.

2. to have influence with people.
4. to do things for my family and others.

8. to create an atmosphere that makes for satisfying family living.
9. to do what is right according to my beliefs.

8. to create an atmosphere that makes for satisfying family living.
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7. to have friends.

3. to have people think well of me.
12. to do things well.

1. to be reasonably sure about the future.
3. to have people think well of me.

5. to have as much freedom as possible to do things I want to do.
9. to do what is right according to my beliefs.

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3. to have people think well of me.
5. to have as much freedom as possible to do things I want to do.

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12. to do things well.

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3. to have people think well of me.
9. to do what is right according to my beliefs.

8. to create an atmosphere that makes for satisfying family living.
10. to have things neat, orderly, and organized.

4. to do things for my family and others.
11. to have as many good things as possible.

10. to have things neat, orderly, and organized.
12. to do things well.

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11. to have as many good things as possible.

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12. to do things well.

4. to do things for my family and others.
12. to do things well.

4. to do things for my family and others.
7. to have friends.

5. to have as much freedom as possible to do things I want to do.
8. to create an atmosphere that makes for satisfying family living.

## EVALUATION OF FORCED VALUES TEST

| NUMBER OF TIMES CIRCLED | KEY | | RANK |
|---|---|---|---|
| ______ | SECURITY | 1. To be reasonably sure about the future for myself & my family. | ______ |
| ______ | INFLUENCE | 2. To have influence with people. | ______ |
| ______ | RECOGNITION | 3. To have people think well of me. | ______ |
| ______ | HELPFULNESS | 4. To do things for my family and others. | ______ |
| ______ | FREEDOM | 5. To have as much freedom as possible to do the things I want. | ______ |
| ______ | NEW EXPERIENCE | 6. To do new and different things. | ______ |
| ______ | FRIENDLINESS | 7. To have friends. | ______ |
| ______ | FAMILY LIFE | 8. To arrange for a family atmosphere that makes for satisfying family living. | ______ |
| ______ | RELIGION | 9. To do what is right according to my beliefs. | ______ |
| ______ | ORDERLINESS | 10. To have things neat, orderly and organized | ______ |
| ______ | WEALTH | 11. To have as many good things as possible. | ______ |
| ______ | WORKMANSHIP | 12. To do things well. | ______ |

From the Value Test list the twelve values in the order of their importance for you:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________

How does this list compare to the one you made at the beginning of the test? Find someone else who has completed this test also and compare your results. Were your results the same or different, and why?

# LESSON B

## The Meaning of Values

**FOCUS:** A discussion about values presents a dilemma–whose values will we talk about? We will learn a new way of thinking about values that will help us understand how people and values are related. This new way of thinking will help us see that values are an expression of the moral sensibility all people have about what is right and wrong.

**TEACHER BACKGROUND:**

Material in this lesson is an important foundation for this course. The Teacher Information, "Another Position About Values," is furnished to give the teacher the philosophical background that is the basis for the discussion. Some students may be capable of reading and discussing the material. [This material is excerpted and adapted from: Wallace, C.M. and Olson, T.D. (1982) AANCHOR: An alternative national curriculum on responsibility. Provo, Utah: Brigham Young University, unpublished curriculum.]

**ACTIVITIES:**

1. Have students agree completely on a list of values they will adopt as a class. This is an example of a value-based approach. Use Teacher Information, "A Value-Based Exercise."

   *[Students will probably not be able to agree on a very large list of values that they all share equally. This is what happens when people try to define certain universal values. The list becomes broad and vague or the universal nature dissolves when even one individual disagrees. This is an example of a value-based approach and the problems it creates in talking about values.]*

   Next, have students agree to a value-free structure in the class. They will agree that any behavior is acceptable. Discuss what this will mean in a variety of classroom circumstances. For example, what does it mean about attendance? taking exams? homework? classroom property? personal possessions? etc.

   *[Explain that this approach actually elevates the value, "freedom of choice", to a special status as a value.]*

2. Students will redefine the meaning of values. Show that the meaning of values depends on what it means to be human and have a **moral sensibility** about what is right and wrong. Use Transparency Masters for Activity 2, pp 1-14 through 1-16.

3. Illustrate "moral sensibility." Make up your own quiz and have students take it. Gather the quiz and photocopy each one. Grade the photocopy of the quiz. During the next class period pass back the quiz and have each student grade his or her own copy. When the grading is completed tell students you have a copy of the original and that you would like them to compare their two scores. Return the photocopy of the previously graded quizzes. Discuss. Point out that students know the difference between right and wrong.

4. Discuss the ideas of "moral sensibility." Use Teacher Information, "Broken windows in Los Angeles" and the "Discussion Sheet" that follows.

# "A Value-Based Exercise"

The teacher should appoint a class Leader and a Scribe. The Leader will conduct the discussion, the Scribe will write the values on the board. Students should refer to the personal values they have identified in previous activities for a starting point.

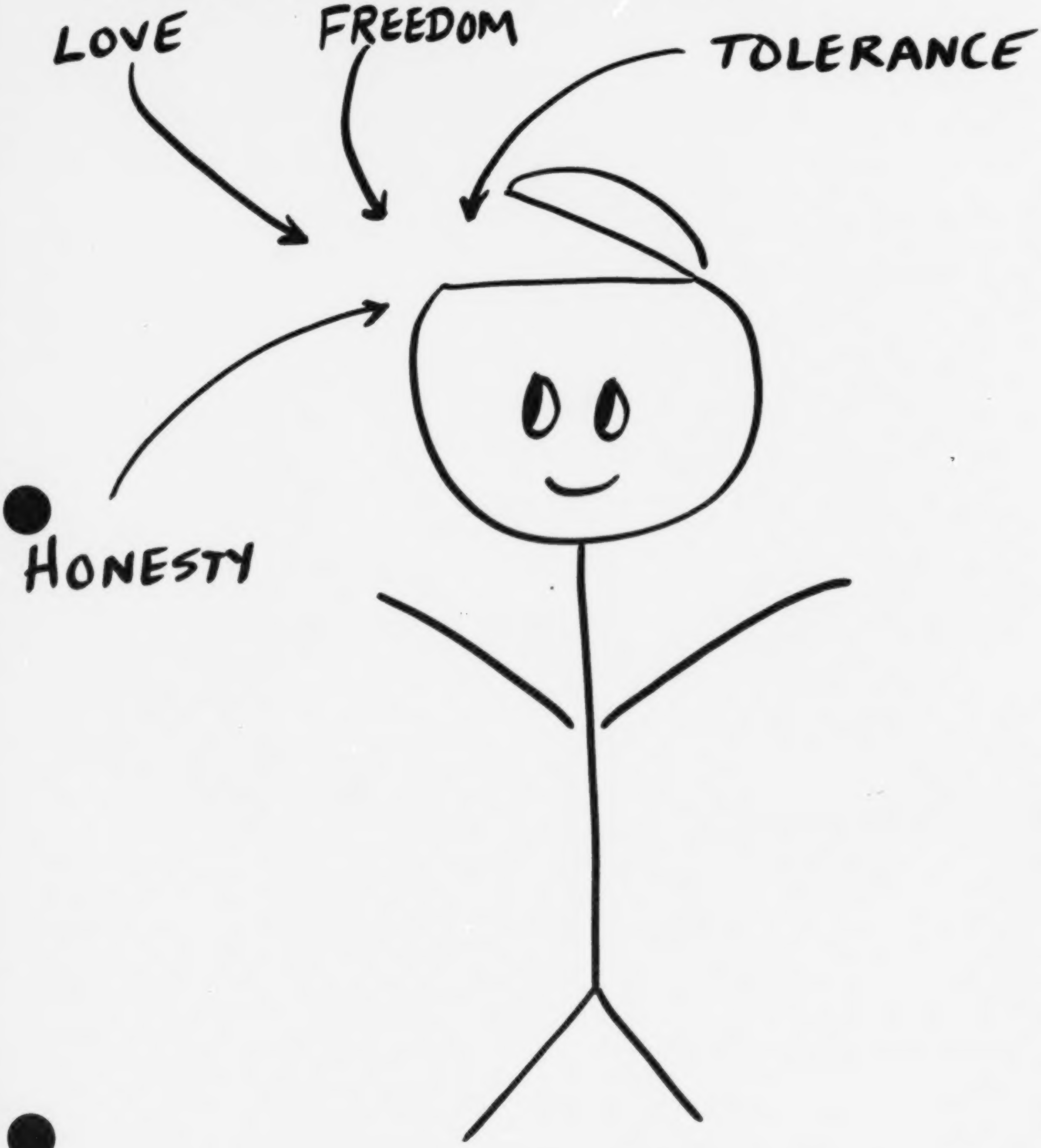
Rules for discussion:

a. Everyone has a right to speak their opinion and to have their opinion respected.

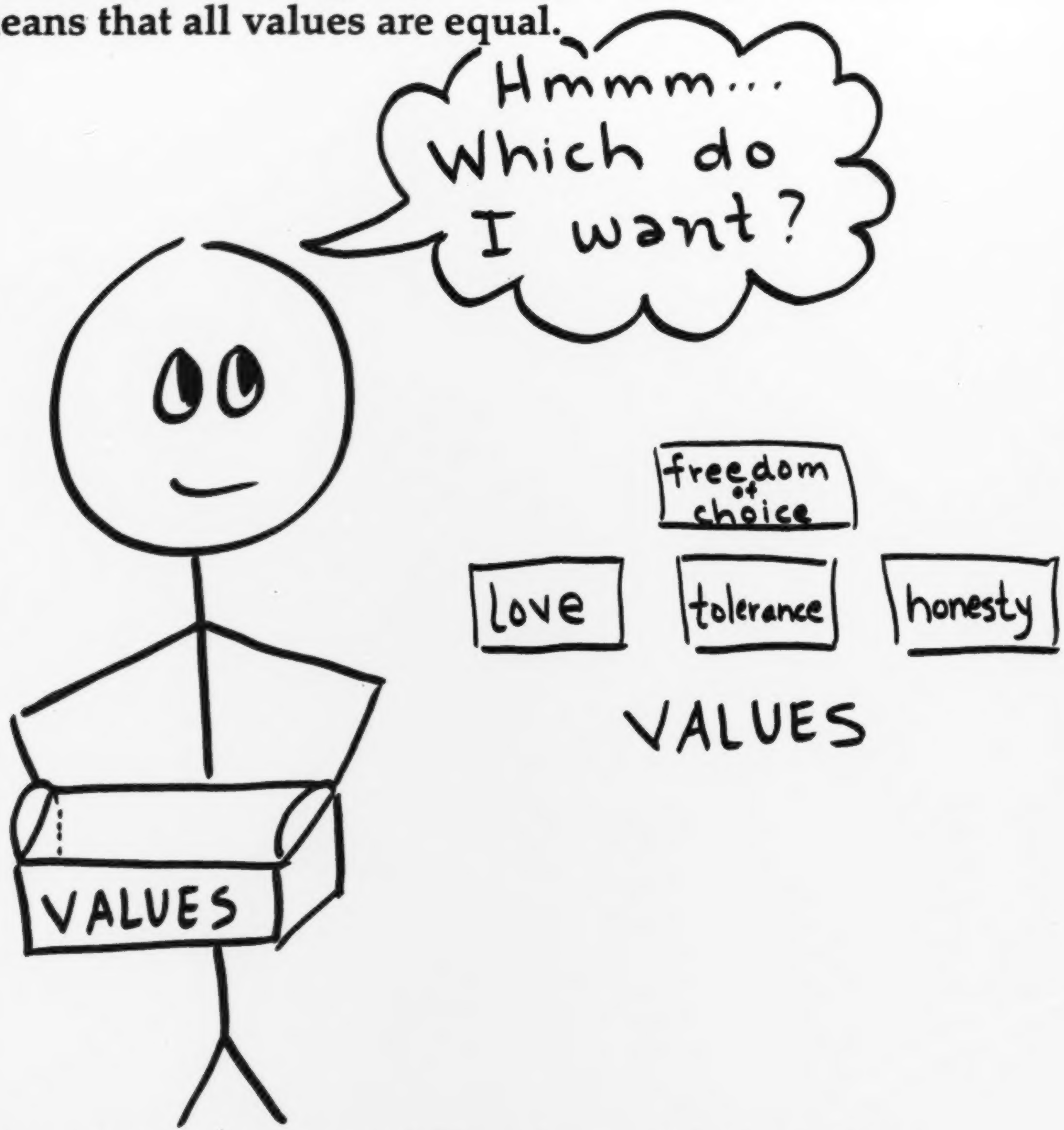
b. Even one disagreement with a given value will disqualify it from the list.

This discussion could become lively! Students will probably not be able to agree on a very large list of values that they all share equally. This is what happens when people try to define certain universal values. The list becomes broad and vague or the universal nature dissolves when even one individual disagrees. This is an example of a *value-based* approach and the problems it creates in talking about values.

**Some people believe that values are "poured into" teens. That is, teens "get" values from their friends, the media, teachers, parents, church, etc.**


LOVE
FREEDOM
TOLERANCE
HONESTY

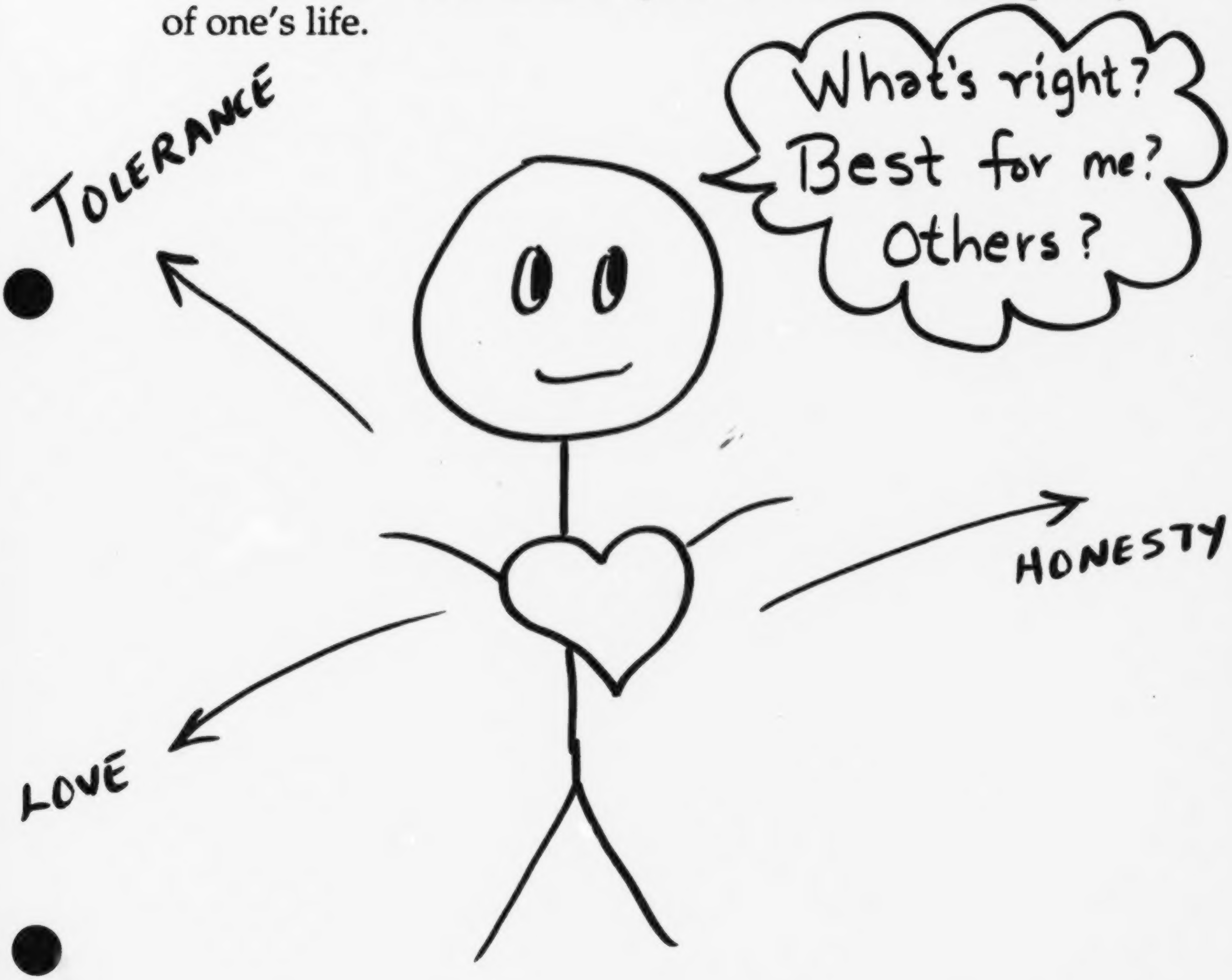
**Others believe that the best way to approach values is to avoid prescribing a specific set of values. This means that all values are equal.**


Hmmm...
Which do
I want?
freedom of choice
love
tolerance
honesty
VALUES
VALUES

**Except for the value of "freedom of choice"--this value actually becomes most important!**

**A new way to think about values is to assume that having values is part of being human.**

- The meaning of values depends on what it means to be human and have a moral sensibility about what is right and wrong.
- The best interest of self and others is always a consideration when making choices.
- "Values" thus become an expression of the moral quality of one's life.


What's right?
Best for me?
Others?
TOLERANCE
HONESTY
LOVE

# Broken windows in Los Angeles caused by shattered values

Provo Daily Herald, 5/15/92

**Joseph Walker**

**Value Speak**

OK, I'll admit it — there are a lot of things I don't understand. I don't understand hockey. I don't understand why Tootsie Pops are shaped like that. I don't understand why anyone would want to intentionally suck smoke into their lungs. I don't understand Madonna. And I don't understand what happened recently in south central Los Angeles.

I think I understand the basics of the L.A. thing. People were concerned about the implications of a controversial court decision. And with good reason. I mean, I saw the Rodney King videotape — again and again and again — and I cringed with every brutal blow. I don't know why the police did that, and I don't know why the jury reached the decision it reached. I wasn't in court to hear all of the evidence, either.

But even if it was the worst judicial decision since Pilate, that still doesn't help me understand the reaction to it. Not completely. I can understand anger, resentment, fear and frustration. But what has killing and maiming innocent people, burning buildings and wholesale looting and pillaging got to do with it?

Television coverage filled our living rooms with frightening, unforgettable images: victims being beaten by hate-filled mobs; vistas marred by smoke from arson-induced fires; street scenes that looked like war movie sets, complete with devastated buildings, the smoldering remains of cars and trucks and broken glass and debris everywhere.

But the most frightening image of all was the sight of children gleefully raiding shops and stores and carting off clothes, jewelry, electronics and alcohol. "This ain't stealin', man," one teen-age boy shouted at a TV camera as he hustled toward a liquor store. "It's just shoppin'. Only evrything's free!"

He laughed. And then he ducked into the store.

What we saw had nothing to do with juries or judicial equity. Nor was it about discrimination or social injustice. What we saw was greed gone crazy. We saw disrespect for other people and their property. We saw disdain for the law and social order. For a couple of days on the streets of Los Angeles we saw the dark side of human nature exposed to the bone and laid open for all to see. And it wasn't pretty.

Of course, there was another side to the story. Lost in the chaos and confusion were quiet acts of heroism and courage — people of conscience who chose not to loot; parents who refused to allow their children to get caught up in the feeding frenzy; Good Samaritans who risked retribution by stepping in and caring for the injured.

So what's the difference between the teen-ager who carried out load after load of looted goodies and the teen-ager who chose not to? Why did some families pillage together while others stayed home and prayed together? What is it that prompted some people to pull victims from harm's way while others were pulling triggers?

Social scientists will wrestle those questions forever, probably, so I guess it's OK if an average Joe like me doesn't have all the answers. But from what I can see it doesn't really have a lot to do with race, since there were people of all races looting, being looted and resisting the temptation to loot. Nor does it seem to have much to do with economics — in that part of town everybody is in basically the same economic boat.

The difference, in my view, has to do with values. Take honesty, for example. When it comes right down to it either a person is honest or he is not. There's nothing conditional about it. The truly honest person won't take something that doesn't belong to him or her — period. Police presence, or lack of same, is irrelevant. Ditto whether or not everyone else is doing it. There's no such thing as being relatively honest.

But if you don't value honesty — or if you place a higher value on convenience or personal pleasure — the only difference between honesty and dishonesty is opportunity.

What we saw in Los Angeles, then, can only be understood fully in the context of moral values. Yes, racial tension, economic pressures and perceived injustice fueled the fire. But the kindling was made up of shattered fragments of values like honesty, tolerance and love. And the only meaningful long-term solutions will be found in strengthened homes and a fortified educational system where values are taught, embraced and lived — really lived. No matter what.

That's something even I can understand.

## "Discussion Sheet"

After reading "Broken windows in Los Angeles caused by shattered values," by Joseph Walker, discuss:

Do you agree with Mr. Walker? Do you disagree?

Explain Mr. Walker's argument about the breakdown in family values in terms of a *value-based* position, *value-free* position, *moral sensibility* position?

VALUE-BASED: People in American families agree on certain values like honesty, tolerance, and love. The riot in Los Angeles show how those values have "broken down."

VALUE-FREE: People in America try to avoid prescribing a certain set of family values though honesty, tolerance, and love may be embraced by some. The riot in Los Angeles shows how some families and individuals don't hold values like honesty, tolerance, and love.

MORAL SENSIBILITY: People in American families know the difference between right and wrong. The riot in Los Angeles shows how some individuals choose a course of action that violated their sense of right and wrong. These individuals blame the government or the L.A. police for acts of discrimination as the basis for their riot behavior. The real source of the behavior is a conscious choice to choose between right and wrong. The news media does not report the consequences of riot behavior in individuals' lives. We may not fully understand the guilt that may result from choices made during the riot.

# "Another Position About Values"

Although family life education is gaining in popularity, the dilemma about how the content of curricula should address the issue of values has not been solved. This paper suggests a way of thinking about people and values which dissolves the value dilemma.

The debate about values in family life education centers on whether the content is value-based or value-free. This debate is deceptive, in that it casts the problem as a choice between being value-based, therefore prescriptive of some set of values; or, being value free, that is objective and factual, thus avoiding a value stance altogether. The latter view is, presumably, more scientific and non-biased in the presentation of educational material. Both choices in this dilemma may be logically indefensible. On the one hand, value-based programs may be able to avoid prescribing behavior, but on the other hand, it may be impossible to be value free and objective when educating about human behavior.

One response to the critics of value-based preventive programs is to define certain universal values. Once these basic principles upon which "all well-meaning people can agree" are accepted, educational programs can steer a course along the center of these agreed upon values and thus avoid imposing inappropriate values on a target population. Yet, all it takes is one person to disagree with, or find an exception to, a value-stance and the universal nature of the value dissolves. Any value-based stance in a curriculum, therefore, is ultimately illegitimate, given that even one dissenting individual choice can disintegrate it.

The position of those who advocate the value-free approach may be equally illegitimate. By claiming to be value-free and not prescribing a specific set of values or behaviors, they actually prescribe that any behavior is legitimate. Without any criteria to measure the value of a value, all value stances become equal. Thus, the stand of those advocating objectivity in the content of family life education programs is really a value stance also. The value prescribed is *relativism*, where no judgment can be mounted against any value.

Often, those who advocate being value-free also take an additional position which legitimizes their position. This additional position claims freedom of choice as a more basic or fundamental value than any other values. By giving "freedom of choice" special status as a value, the value of other values rests in the process through which they are chosen, and not on any judgment of the moral content of the value itself.

The debate about values--whether to be value-based, value-free, or free to choose--seems to leave family life education without a logical foundation. If education for families can neither be value-based nor value-free, upon what ground can it proceed? One solution to the problem is to ignore the debate and go forward under the illusion that we can either be value-free or that we can be free to prescribe certain values.

Another solution is to **re-cast the problem by changing the definition of how humans and values are related**. This solution challenges the assumption about how we typically explain human behavior. Usually we explain behavior by looking to forces and variables beyond the control or responsibility of the individual. We assume that these factors somehow cause our behavior. For example, teens engage in premarital sexual activity because they have been influenced by popular songs and films. This thinking makes it seem that human behavior in the present moment is hostage to a variety of past events. In other words, individuals are victims of forces outside their control. With respect to values, according to this view, individuals have values "poured into" them from the outside.

We can recast this assumption by not assuming a cause and effect connection between past or present forces and the choices individuals make in the present moment. Rather, we can assume that individuals are capable, in the present moment, of making decisions either in accordance with, or against, their moral understanding of the situation they are in.

We explain moral understanding as an expression of human capacity, not an expression of previous conditioning. Thus, the meaning of values depends on what it means to be human and being human means having a moral sensibility. Moral sensibility gives people the ability to assess moral meaning, including taking account of their own experience. This view credits all people with the capacity to judge right from wrong and to do so with respect for both self and other's best interests. This view recognizes that values are not "things" imposed externally, thus, it becomes impossible to give an objective definition of values independent of human ethical action. Instead, **values become expressions of the moral quality of life being lived by the individual**.

This new way of thinking transforms the meaning of family life education to a context where moral meaning is examined as inseparable from human moral understanding. In short, individuals can evaluate, by their own conscience, the moral quality of decisions or behaviors. While moral meanings are examined, specific values are neither listed nor prescribed; nor does debate over universals occur. The focus shifts to the quality of human experience as measured by how people experience life when they are being true to their humanity, as compared to when they are not.

More specifically, this view invites teens to examine, in their family relationships, the difference between being responsible for the choices they make or blaming other people and events for their actions. When adolescents see themselves as active participants in choices about their decisions, attitudes, behaviors, and feelings, rather than being ongoing victims of external influences, they see the possibility of change in their present circumstances and of a future they can actively create.

**Excerpted from:**

Olson, T.D. (1990). "Delivering family and value-based education programs: Philosophical possibilities." Paper presented at National Council of Family Relations, Seattle, WA. November, 1990.

**With reference to:**

Warner, C.T. and Olson, T.D. (1981). Another view of family conflict and family wholeness. Family Relations, 30, 493-503.

# LESSON C

## Values Are Influenced

**FOCUS:** Values develop from many experiences. These experiences may be related to our basic needs, developmental process, family, culture, peers, everyday life, or the media.

**ACTIVITIES:**

1. Read, "It's O.K. Son, Everybody Does It" (see Teacher Information). Discuss how family members, Johnny's coach, neighbors, and others influenced the development of Johnny's value for honesty. Discuss how honesty is an expression of the moral quality of the individuals in the story (Dad, Uncle George, mother, Aunt Francine, coach, manager, neighbor, upper classman).

   [When Johnny's father hands the police officer a $5 bill to try to avoid a speeding ticket, the father is violating his own moral sensibility of right and wrong. The moral quality of his life as shown by his behavior is less than it could be.]

2. Have students identify 10 of their most prized values. Explain why these values are important and what has influenced the development of these values. Use Student Handout, "Values Are Influenced."

3. Review developmental stages: physical, social/emotional, mental/vocational, moral. Use Teacher Information, "Developmental Stages" or refer to your favorite text for this material.

   DISCUSS: What was one thing you valued as a ten-year old that you don't value now?

   Why did this value change?

   Where do values fit in the developmental process?

4. Have students take notes about basic needs. Use Teacher Information, "Caveman Example."

## IT'S O.K. SON, EVERYBODY DOES IT

When Johnny was six years old, he was with his father when they were caught speeding. His father handed the officer a five-dollar bill with his driver's license. "It's O.K., son," his father said as they drove off. "Everybody does it."

When he was eight, he was permitted at a family council, presided over by Uncle George, on the surest means to shave points off the income tax return. "It's O.K., Kid," his uncle said. "Everybody does it."

When he was nine, his mother took him to his first theatre production. The box office man couldn't find any seats until mother discovered an extra two dollars in her purse. "It's O.K., Son," she said. "Everybody does it."

When he was twelve, he broke his glasses on the way to school. His Aunt Francine persuaded the insurance company that they had been stolen and they collected $27.00. "It's O.K., Kid," she said. "Everybody does it."

When he was fifteen, he made right guard on the high school football team. His coach showed him how to block and at the same time grab the opposing end by the shirt so the official couldn't see it. "It's O.K., Kid," the coach said. "Everybody does it."

When he was sixteen, he took his first summer job at the big market. His assignment was to put the over-ripe tomatoes on the bottom of the box and the good ones on top where they would show. "It's O.K., Kid," the manager said. "Everybody does it."

When he was eighteen, Johnny and a neighbor applied for a college scholarship. Johnny was a marginal student. His neighbor was in the upper three percent of his class, but he couldn't play right guard. Johnny got the scholarship. "It's O.K.," they told him. "Everybody does it."

When he was nineteen, he was approached by an upper class-man who offered the test answers for three dollars. "It's O.K., Kid," he said. "Everybody does it."

Johnny was caught and sent home in disgrace. "How could you do this to your mother and me?" his father said. "You never learned anything like this at home." His aunt and uncle were also shocked. If there's one thing the adult world can't stand, it's a kid who cheats.

Author unknown

Source: Family Life Curriculum, Vol I, Utah State Office of Education, 1981.

## "Values Are Influenced"

List 10 values you have identified either personally or as a class. Check (✓) what has influenced the development of each. Values are influenced in a variety of ways, so check all that apply.

| Value | Basic Needs | Family | Culture | Peers | Everyday life | Media |
|---|---|---|---|---|---|---|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |

# "Developmental Stages"

Physical development is divided into two areas: hereditary and environment. It is difficult to change characteristics we inherit such as height, eye color, or body structure. Recognizing our physical strengths and weaknesses allows us to emphasize our strong points and minimize our weak ones by using clothing choices or hair styles, etc. We have more direct control, however, over environmental factors such as our diet, exercise or level of stress. For example, we can't control how old we are, but we have many choices about what to do as we age.

Social/emotional development involves the ability to interact with and accept others as we control our feelings such as anger, jealousy, fear, or love. Signs of social maturity are accepting others for what they are, not gossiping or passing judgement on others, and feeling secure in new or different places.

Mental/vocational development refers to how well you use your brain as well as developing your talents and gaining skills. Research has shown most people use only 10-40% of their mental potential. It is possible to use and develop much more than even 40%. This does not necessarily mean only intellectual development--it means that you utilize all the resources and talents you have to your best advantage.

Moral development is the part of you no one else can see unless you allow it to be known. Your actions reveal some about your moral self, but some actions can be a response to rules set by and enforced by someone else. The moral aspect of the self is how you think or feel. It provides the ground work for your value system which ultimately directs your life.

## "CAVEMAN EXAMPLE"

Physiological Need

1. The caveman, desperately hungry, finds a big stick and clubs and kills tiger.

Safety Need

2. Happily, our caveman discovers a cave in which to eat his tiger.

Belonging and Love Needs

3. After eating ravenously and somewhat dissipating his own hunger, the caveman notices he doesn't particularly like dining by himself and so, in typical caveman (although admittedly chauvinistic) fashion he drags in a female by the hair to share his feast with him.

Esteem Needs

4. Still having some of the tiger left, the caveman decides to throw a bash to feed his hungry friends and provides the tiger skin for his lady friend to make a dress for the occasion. Properly impressed, his friends elect him King Caveman.

Cognition Needs

5. Fully cognizant of his new found responsibilities of feeding his tribe (and to feed them well if he wants to be re-elected by his constituents), our caveman begins to wonder how he can provide food for the voracious appetites of his group. He begins to study the habits of tigers and other animals in the area and to think about using better weapons.

Aesthetic Needs

6. Our caveman organizes his tribe, appointing a committee on the subject of Killing Tigers and Other Undomesticated Beasts More Efficiently, and divides his group into Hunters, Meal Preparers, and Tailors. He orders fresh flowers for the tables every day and skin dresses for all of the ladies. He decides to organize a beautification project for all of the caves and puts up a suggestion box.

Self-Actualization

7. Our caveman, recognizing his tremendous achievements writes about his feats on the cave wall, thereby forever immortalizing himself and his tiger.

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# LESSON D

## Conflicting Choices

**FOCUS:** Conflicts occur when we are forced to choose between two alternatives. In independent living circumstances, choices may be as simple as deciding what food to eat, or as difficult as figuring out what you want to do with your life.

**ACTIVITIES:**

1. Have students consider a variety of situations they might encounter when they move out on their own. Use Student Handout, "Conflicting Choices." Have students identify the role of a moral sensibility about right and wrong. Discuss how one's choices affect others.

2. Have students break into 5 small groups (Find a creative way to divide up! Use five colors of small candies, numbers by 5s, divide up according to month born, etc.) Have each group discuss a moving out scenario and try to resolve the value conflict. Copy scenario from Teacher Information, "Conflicting Choices," and distribute description of scenario to each group. After the small groups discuss, reconvene the class and report the results.

## Journal entry #2

*What other situations can I think of where I might have conflicting choices?*

# "Conflicting Choices"

Consider the following situations you might encounter when moving out.

1. Choosing an apartment within your budget or one that's too expensive but has lots of extras (spa, new carpeting, dishwasher, garage for car).
2. Attending a large university or a smaller junior college.
3. Having a roommate who smokes marijuana.
4. Cooking dinner at home or eating out.
5. Paying cash or buying something important on credit.

Select one of these for a debate. Write down what side you would defend and why in the space below.

## Discuss

1. How do my choices affect others?

2. When do my choices make me happy? Sad? Angry? etc.

3. What is the role of a moral sensibility about right and wrong?

## "Conflicting Choices"

**GROUP 1:**
Choose between an apartment within your budget and one that is too expensive but has lots of extras (spa, new carpeting, dishwasher, garage for your car.

**GROUP 2:**
Choose between attending a large university or a smaller junior college. What considerations do you have that make this a value conflict?

**GROUP 3:**
Choose between two people who want to be your roommate. One potential roommate smokes marijuana and one doesn't.

**GROUP 4:**
Choose between cooking dinner at home or eating out. You have food at home but you're too tired to cook. The problem is that money for eating out is money that you owe your friend.

**GROUP 5:**
Choose whether or not to buy the stereo you've always wanted when it's on sale. Unfortunately, you're between jobs and out of cash, so you would be buying it on credit.

# LESSON E

## Values Influence Goals

**FOCUS:** Our personal values influence the goals we set for ourselves. The most powerful goals are based on values, written, identified in terms of specific steps.

**ACTIVITIES:**

1. Make a time line that includes major events accomplished since birth and projects future plans to at least age 75. Consider goals that allow for your own personal growth, building relationships, managing financial resources, etc. Use Student Handout, "Time line!"

2. Show how values influence goals. Have students watch the "Emmett Smith Story." As students watch the film ask them to:

   - identify some of Emmett Smith's values and some of Cindy's values
   - notice how Smith's and Cindy's values helped them set goals
   - watch how values helped both Emmett Smith and Cindy reach their goals.

3. Have students create a personal "Mission Statement." Use Student Handout "Mission Statement Worksheet."

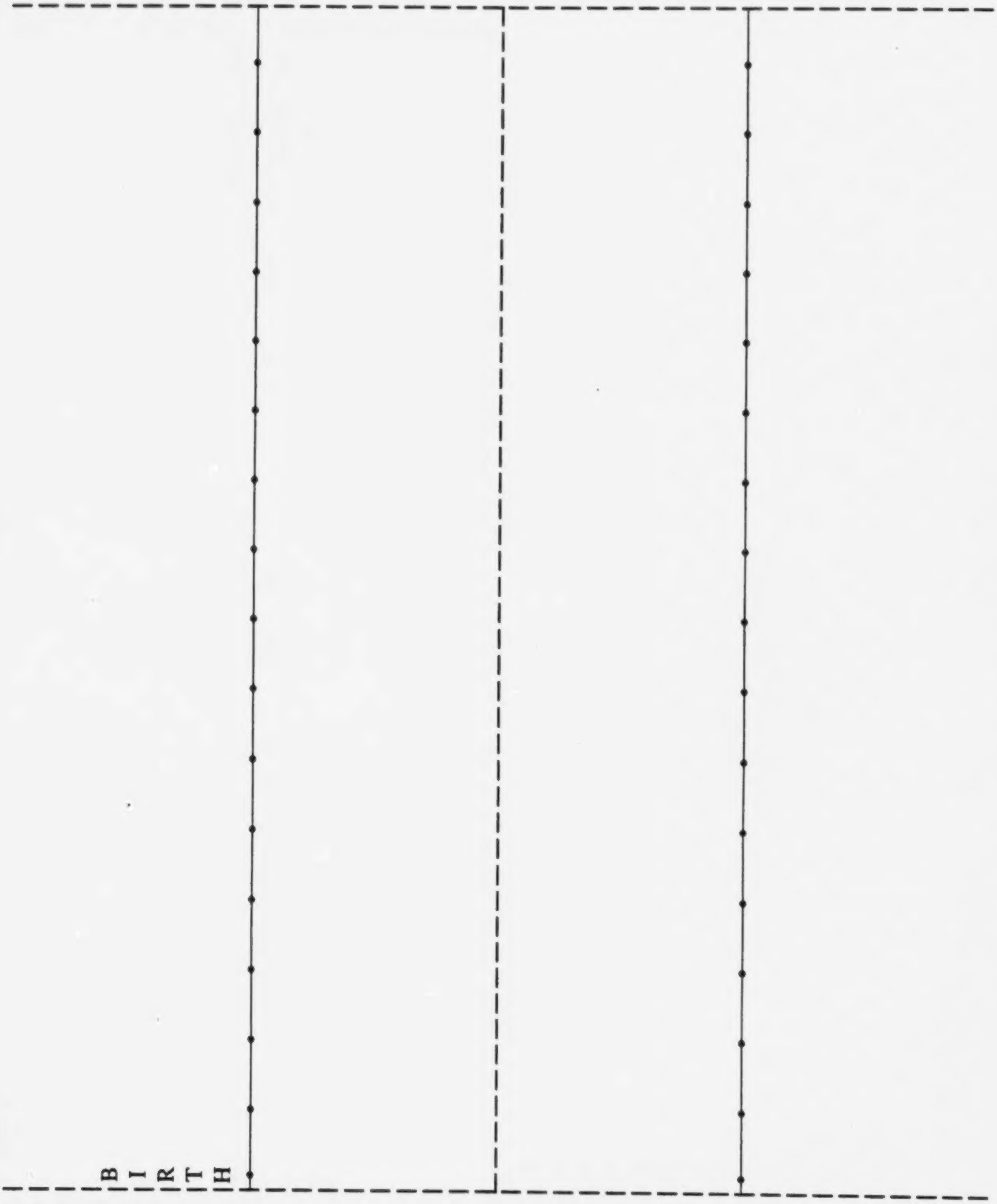
   [For an in-depth discussion and analysis of Mission Statements use Connections, a book by A. Roger Merrill, published by Institute for Principle-Centered Leadership, $16.95.]

4. Read Babe Ruth and Wilma Rudolph stories to show how some people overcome adversity to achieve greatness. Use Teacher Information, "Babe Ruth, Wilma Rudolph."

5. Read, Oh, the Places You'll Go by Dr. Seuss during class.

# "Time Line"

Cut on dotted lines and tape ends together. Chart your major life experiences thus far, then project to at least age 75.



## "Personal Mission Statement"

A mission statement should include what you want to do and what you want to be. In preparation for writing your mission statement first make a list of what you'd like to do and also of what you'd like to be. Second, identify a person who has influenced you in your life and write down the qualities that you most admire in that person. Third, identify the different roles that you fill in your life. These might include: son/daughter, student, worker, athlete, cheerleader, club member, brother/sister, friend, etc. Then write a brief statement for each of these roles that would indicate how you would like to be described in that role. Now you are ready to write your mission statement. Write a statement that says what you want to do and what you want to be. Use the ideas that you have written down in the previous steps to help you write your mission statement.

| 1) Want to do: | Want to be: |
|---|---|
| ______________ | ______________ |
| ______________ | ______________ |
| ______________ | ______________ |

| 2) Most influential person: | Admirable qualities: |
|---|---|
| ______________ | ______________ |
| | ______________ |
| | ______________ |

| 3) Life roles: | Statement: |
|---|---|
| ______________ | ______________ |
| ______________ | ______________ |
| ______________ | ______________ |
| ______________ | ______________ |

4) Mission Statement:

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

______________________________________

# "Babe Ruth and Wilma Rudolph"

## BABE RUTH

It was a Saturday in 1927 and the stadium was filled with 35,000 fans when Babe Ruth struck out for the second time. The mass of spectators booed and jeered as he traditionally looked up into the crowd, tipped his hat, smiled and walked back to the dugout. Now it was the 8th inning, 2 away and the bases loaded.the score was 3 to 1.

The first pitch came. Babe hit, the umpire called foul ball. The second pitch came, Babe wound up, swung, missed the ball, and fell to the ground. The umpire called strike two. Babe stood up, brushed himself off, grabbed the bat and took position. The third pitch came, a connection was made sending the ball out of the park. As Babe trotted across home base to score what would be the winning run, he looked up into the crowd, smiled, tipped his hat, and walked back to the dugout.

Babe Ruth is famous for hitting 714 home runs and holding a .342 batting average. But Babe has another record. Babe Ruth struck out 1330 times in his baseball career, he struck out nearly twice as many times as he hit home runs.

## WILMA RUDOLPH

In 1949 in Times, Tennessee there was a 9 year old girl who's legs were crippled because of polio. She loved to go shopping with her mother who carried her to the store and then sat her in front of a small TV set while she proceeded to shop. On this particular day the Olympics were being televised. As the mother returned about 30 minutes later to pick up her daughter, the little girl announced: "I'm going to win an Olympics medal."

This little girl's name as Wilma Rudolph.3 time Olympic Gold Medalist in Track and Field.

At 9 she learned to walk again, at 12 she learned to run, and at 21 she set the women's world record for the 100 meter dash.

As her tall, slender body walked forward to receive the medals, the focus was on her victories, not having once been crippled.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

"When life hands you a lemon, make lemonade"

# "Attitude"

*The longer I live, the more I realize the impact of attitude on life. Attitude, to me is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company...a church...a home. The remarkable thing is* ***you have a choice*** *every day regarding the attitude you will embrace for that day. We cannot change our past...we cannot change the fact that people will act in a certain way. We cannot change the inevitable... The only thing we can do is play on the one string we have, and that is our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you...*

* * *

*You are in charge of your attitudes*

## "Test Bank"

SHORT ANSWER: Complete the sentence with the best possible word or words.

1. Values influence choices whether we are ______________ of our values or not.
2. Understanding what we value helps us ______________________ about important life choices.
3. The meaning of values depends on what it means to be human and have a ______ ____________ about what is right and wrong.
4. Having values is part of being ___________.
5. The best interest of self and ___________ is always a consideration when making choices.

MULTIPLE CHOICE: Select the one best answer.

6. A value-based approach means that people
   a. try to agree on certain universal values.
   b. agree that any behavior is acceptable.
   c. cannot disagree about what is right and wrong.
   d. think freedom of choice is most fundamental.

7. A value-free approach means that people
   a. believe that freedom of choice is not fundamental.
   b. try to agree on certain universal values.
   c. gain values from friends, school, church, and family.
   d. agree that any behavior is acceptable.

SHORT ESSAY: In one paragraph, explain the following statement:
"Values are an expression of the moral quality of life being lived by an individual."

---

KEY:

1. conscious
2. make better decisions
3. moral sensibility
4. human
5. others
6. a
7. d
8. All people have a moral sensibility that gives them the ability to judge right from wrong. They can make this judgment with respect for both self and other's best interests. People are responsible for their choices. The choices they make show the depth of the morality which guides their lives.

Life Management:
Moving Out!

# Unit Two

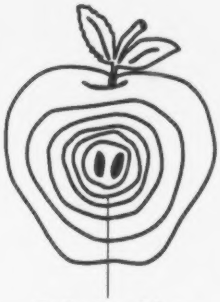
*In this unit students will:*

- *Describe types of relationships,*
- *Examine the importance of relationships,*
- *Plan to develop and maintain on-going relationships, and*
- *Explain what commitment means in a relationship*

## Relationships

# Unit Two

*Suggested time for unit: three 50 minute class periods.*



Relationships

**LIFE ESSENTIAL:** **Relationships**

**SUB PROBLEM 2:** What do I need to know about relationships with others as I prepare to live on my own?

**VALUE ASSUMPTION:** Ongoing relationships provide a support system which is a helpful resource when living independently.

**OBJECTIVE:** Appreciate importance of building and maintaining a variety of healthy relationships, when it's time to move out of the family home.

**LESSONS:**

A. Describe types of relationships.

B. Examine the importance of relationships.

C. Plan to develop and maintain ongoing relationships.

  Gain skills for resolving conflict.

  Develop skill in communication.

D. Explain what commitment means in a relationship.

E. Test Bank

## RESOURCE LIST
### Unit 2: Relationships

| Lesson | Student Handouts | Other Teaching Materials | Teacher Information | Transparency Masters |
|---|---|---|---|---|
| A: | "Types of Relationships" | | "Changing Relationships"<br>"Personal Space" | |
| B: | "Importance of Relationships"<br>"Win as Much as You Can"<br>"The Ride Home" | Popular Songs about Friendship<br>"Custom Cassettes" will make a customized tape 1-800-822-9665<br>Personics<br>981 Bing St.<br>San Carlos, CA 94020 | "Super Tic-Tac-Toe"<br>"The Hands of a Friend" | "Friendship Quiz" |
| C: | "Conflict"<br>"You vs. 'I' Messages"<br>"Communication Stoppers" | The King Who Rained<br>The Sixteen Hand Horse<br>Chocolate Moose for Dinner<br>A Little Pigeon Toad<br>Large strips of paper for "graffiti" activity | "Blind Talk"<br>"The 'I' Message"<br>"Communication Test"<br>"Listening"<br>"Communication Stoppers" | |
| D: | "Commitment" | | "How Ready Am I?" | |

# LESSON A

## Types of Relationships

**FOCUS:** A relationship refers to the way we "connect" with different people--parents, relatives, friends, co-workers, neighbors, and others. There are many different kinds of relationships. Teens relate to parents one way and to best friends differently. It is healthy to develop and maintain many kinds of relationships.

**ACTIVITIES:**

1. So students can recognize how many different kinds of relationships they maintain, ask them to draw a "relationship network." Discuss. Use Student Handout, "Types of Relationships."
2. Examine relationships in the network to see how relationships will change when a teen begins to live independently. Possible discussion questions are listed in Teacher Information, " Changing Relationships."
3. How closely do you connect with others? Have students evaluate the personal space they maintain. Use Teacher Information, "Personal Space."

   [This is a good exercise that shows how although we are related to other people, each relationship differs. Understanding "personal space" is one way of showing how relationships differ.]

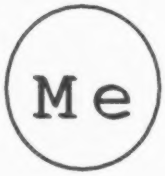
## CORE ISSUE 2

*What do I need to know about relationships with others as I prepare to live on my own?*

# Types of Relationships

Fundamentally we are "connected" to other people. A relationship refers to the way we "connect" with different people—parents, relatives, friends, co-workers, neighbors, and others. Parents are a different kind of relationship than best friends, for instance. Although our responsibilities vary in our different relationships still we are connected to other people, and what we do affects them. In the space below draw a relationship network. The circle in the center represents you.

1. Draw other circles for each type of relationship you have in your life. Draw the circle near to the ME circle if it is a close relationship and farther away from the ME circle if it is a more distant relationship.
2. Connect the relationship circles with the ME circle.
3. Identify the types of relationships and write it inside each circle. Write the names of people in each relationship beside the circles.



Participate in a discussion about your relationships using the following questions:

1. Contrast two types of relationships that are different. How do they differ?
2. "People who have people are the luckiest people in the world." Why is this so?
3. How do you think responsibilities in relationships change when you move away from home?
4. How does living up to my responsibility, or neglecting it, affect those I am in relationship with?
5. How do you think relationships change when you move away from home?

# "Changing Relationships"

Have teens imagine that they have moved out and are now living on their own. Ask them to examine relationships they have identified in their network. Discuss the following issues:

1. Contrast two types of relationships that are different now that you are on your own. How are they different since you moved out? the same?

   [For example, look at your relationship with your **mother**....your **best friend**]

2. Contrast how your responsibilities in your relationships have changed now that you are on your own.
3. How do you think relationships change when you move away from home?
4. Why do you think relationships change when you move away from home?

# PERSONAL SPACE

Personal space has 4 "zones".

a. Intimate - direct contact to 18 inches
b. Personal - 1 1/2 to 4 feet
c. Social - 4 to 12 feet
d. Public Distance - 12 to 25 feet and beyond

Student Assignment:

1. Keep a "space diary" for one day.
    a. Describe one of each of the four personal space zones you experienced.
    b. What percentage of your time is spent at each one of those zones?
    c. What is the ideal "personal bubble" as it applies to you?
2. Library/cafeteria observation: Move in on someone else's "space" by sitting next to someone you don't know in the cafeteria or library. Report your findings. Look for the following:
    a. Movement of materials
    b. Shifts in posture
    c. Crossing of arms or legs
    d. Verbal behavior
    e. Nonverbal signs of nervousness -
        glance at clock
        turn away from you
        lack of concentration

REPORT ON THESE IN CLASS....Reports will be oral.

Adapted with permission from Family Life Curriculum, Vol. I, Utah State Office of Education, 1981.

# LESSON B

## Importance of Relationships

**FOCUS:** Relationships are important for several reasons: healthy relationships help us feel happy, influence our self-concept, help us learn to accept differences between people, contribute to a feeling of well being. Relationships are also important because we can not avoid the fact that we are connected to other people.

**ACTIVITIES:**

1. Play recordings of popular songs with friendship themes (Simon & Garfunkel, "Bridge Over Troubled Water," Bette Midler, "You Are My Hero", etc.) Ask students to list messages in these songs about the importance of relationships with others. List them on the board and point out the important themes about friendship. Use Student Handout, "Importance of Relationships."

2. Conflicts, problems and unhappiness arise in our relationships as we live our life only for ourselves, instead of fulfilling our responsibilities that we have to others. Show the importance of cooperation among and between friends by playing "Super Tic-Tac-Toe" and/or "Win As Much As You Can." These games illustrate that more is accomplished when we work together and act in behalf of others best interests rather than for ourselves and our selfish interests. See Teacher Information for directions.

3. Read or display a story that illustrates how friends help each other. Use Teacher Information, "The Hands of a Friend." [This is a great illustration of how we are connected. Albrecht was a great painter but that was only possible because Hans fulfilled his obligation to Albrecht. At the same time Albrecht was only able to be inspired to make the portrait of the hands because of his relationship with Hans and the love he had for him. In addition, Hans altruistic behavior was only possible by being concerned for the best interests of Albrecht and not his own selfish interests.]

4. Ask students to assess qualities they have that lead to healthy, on-going relationships. Use Transparency Master "Friendship Quiz." See Teacher Information. [This could also be a good time to have a discussion on what our obligations are in our relationships and what are the ways we fulfill or neglect them and how does that affect our relationships. Question 10 might be helpful in starting a discussion on what does it mean to be a friend.]

   What did this quiz reveal to you about the kind of friend you are? What you can expect from a friendship?

5. Read a story about friendship from a Coed magazine. Discuss the types of relationships that were portrayed, qualities of friendship that each person did or did not exhibit. A good example of an appropriate story is, "The Ride Home," by Sid Vigmostad in the November 1981 issue.

*List your favorite songs with friendship themes "You are my hero" . . .*

## Importance of Relationships

Relationships are important because:

- we are fundamentally connected to others and therefore obligated to them
- when we neglect this obligation, conflict arises in our relationships
- the source of well-being and happiness is being true to the obligations we have in our relationships.

1. What do messages in songs say about the importance of relationships with others? ____________________________________________________

2. Relationships are always important. But how may our obligations change in our relationships when we live on our own? ____________________________________________________

## SUPER TIC-TAC-TOE

Divide class into small groups. In each small group divide into teams. One team is X, the other is O. Each team with 5 in a row wins. Winners receive a prize (candy bars, suckers, etc.)

[Teacher:

The object is for teams to finally realize that they can both win by cooperating, rather than competing. Both teams can be successful.]

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# Win as Much as You Can

Each player receives a card with a "C" on one side and a "D" on the other. The payoff for each player depends on the choices made by the group as a whole. The object is to win the most points for yourself.

One game is ten rounds of play. For each round, do the following:

1. Decide for yourself whether to play a "D" or "C".
2. Each player places her/his card on her/his knee, with the chosen side facing up, and covers the card with her/his hand so it cannot be seen.
3. When all four players are ready, remove your hand in unison to reveal your cards.
4. Use the chart on the board to calculate your score.
5. ***It is not permitted to bypass the game and simply fill in the score. All ten rounds must be played.
6. You may not discuss strategy with the others except during the bonus rounds. On bonus rounds (5, 8, 10), you may discuss strategy, but only for the time limit of three minutes. In spite of any agreements made, the rules of the game do not bind any player to abide by such agreements. Each player remains free to play as she/he chooses. Note that on bonus rounds, the resulting score is tripled.
7. For you information, if all four players choose "C" on every round, they will each earn 16 points by the end of the game.

**PAYOFF SCHEDULE**

| | |
|---|---|
| 4 D's | Lose 1 pt each. |
| 3 D's | Win 1 pt each. |
| 1 C | Lose 3 pts. |
| 2 D's | Win 2 pts each. |
| 2 C's. | Lose 2 pts each. |
| 1 D | Wins 3 pts. |
| 3 C's | Lose 1 pt each. |
| 4 C's | Win 1 pt each. |

## WIN AS MUCH AS YOU CAN

| Round | Time Allowed For Play | Confer With Group Yes/No | On Rounds 5, 8, & 10 Multiply Your Gain or Loss by 3 | How Much Did You Gain or Lose This Round? |
|---|---|---|---|---|
| 1 | 3 Minutes | Yes | | |
| 2 | 30 Seconds | No | | |
| 3 | 30 Seconds | No | | |
| 4 | 30 Seconds | No | | |
| 5 | 3 Minutes | Yes | Multiply Gain or loss by 3 = | |
| 6 | 30 Seconds | No | | |
| 7 | 30 Seconds | No | | |
| 8 | 3 Minutes | Yes | Multiply Gain or loss by 3 = | |
| 9 | 30 Seconds | No | | |
| 10 | 3 Minutes | Yes | Multiply Gain or loss by 3 = | |
| Total Time 15 Mins. | | | **Your Total Score** | |

Important: Record and Total the Scores for Each Player in Your Group:

Your Score ________
Player 2 ________
Player 3 ________
Player 4 ________

Groups Total Score ________

Now divide Group Total Score by 4 to get Average Score per Player

Average Score Per Player ________

## THE HANDS OF A FRIEND

In a small chapel at Northwestern University, there is a statue of two hands raised in prayer. A simple statue - yet it has a strange story.

It goes back to the year 1490. Two young apprentices in France had often confided to each other their desire to study painting. But each of the friends, Hans and Albrecht, were too poor, and such study would take money.

Finally, though, they had a solution. Let one work and earn money while the other studied. Then when the lucky one became rich and famous, let him in turn aid the other. They tossed a coin and Albrecht won.

So while Albrecht went to Venice, Hans worked as a blacksmith. As quickly as he received his wages, Hans would forward them to his friend.

The months stretched into years, and at last Albrecht returned to his native land, an independent master. Now it was his turn to help Hans.

The two met in joyous reunion, but when Albrecht looked at his friend, tears welled from his eyes. Only then did he discover the extent of Hans' sacrifice. Hans' fingers could never handle a painter's brush.

And so it was in humble gratitude that the great artist, Albrecht Durer, painted a portrait of the work-ridden hands that had labored so that he might develop his talent. He presented his painting to his devoted friend.

That is why, as a symbol of friendship and sacrifice, the masterpiece was reproduced in the chapel at Northwestern.

-Author Unknown

# Friendship Quiz

**The "Friendship Quiz" will help you assess what qualities you have that lead to on-going relationships. Rate yourself on the scale from 1 to 5—1 = never, 3 = sometimes, 5 = always.**

1. If you make a promise, do you always keep it? 1—2—3—4—5
2. Are you willing to work at maintaining good relationships? 1—2—3—4—5
3. Are you "there" when your friends need you, even if it's not convenient? 1—2—3—4—5
4. Do you generally support your friend as a person, even if you disagree, without putting him or her down? 1—2—3—4—5
5. Can you usually avoid being bossy? 1—2—3—4—5
6. Do you sincerely try to understand where your friend is coming from when you disagree? 1—2—3—4—5
7. Do you return borrowed items promptly? 1—2—3—4—5
8. Do you take time to be a good listener? 1—2—3—4—5
9. Do you avoid talking about yourself most of the time? 1—2—3—4—5
10. Do you consider your own needs before those of others? 1—2—3—4—5
11. Do you work at sharing thoughts and feelings with your friend? 1—2—3—4—5
12. Do you avoid judging even if your friend does something different from you? 1—2—3—4—5
13. Are you willing to look at the other side of an issueat times? 1—2—3—4—5
14. Are you willing to work at maintaining good relationships? 1—2—3—4—5
15. Do you express affection for your friend? 1—2—3—4—5

My Score ________

When you are finished, add all the scores together and divide by 15.
Evaluate where you are according to the following:
1 = time to step back and see what changes need to be made
2 = a little better, but still lots to work on. (Where will you start?)
3 = average, OK, getting along
4 = willing to go the extra mile
5 = maintaining a friendship is a high value to you

# THE RIDE HOME

by S.J. Vigmostad

I have to say something, Sandra thought. This is ridiculous. Almost two and a half hours in this heat. I'm going to say something to him right *now*.

She took a deep breath, and--let it out. A truck roared by. He wouldn't have heard me anyway, she rationalized. She'd try again in a minute. She had to think about it.

But what was there to think about? A whole weekend spent hanging around garages, listening to endless talks about parts, prices,and Porsches? She was sick of cars, especially Joe's "new" '71 Corvette. How had he convinced her to trust that heap of junk?

Now they were stranded and had to start walking the ten or fifteen miles back to campus. She glanced anxiously at the sun sinking toward the horizon. It would be dark soon - and she was tired.

I *knew* this would happen. I'm going to say something she determined. Right *now*.

But she hesitated. Finally, she turned to her partner and murmured, "Joe, could we stop for a while and sit somewhere?"

Joe sighed. "I guess. But not for long. I want to get home."

Chicken, she muttered to herself, as they walked to a tree and sat down. But maybe it wasn't the best time to bring it up. It would just start an argument, and they had had enough of those lately. Maybe if they just talked...

She tried to catch his eye. "What are you thinking about?" she asked.

Joe shrugged. "Nothing," he replied, chewing on a hangnail.

Determined, Sandra pursued the question. "You've got to be thinking about something. What were you thinking about?"

"My Corvette, I guess."

"Oh," Sandra said, disappointed.

"See?" Joe charged. "You ask me what I'm thinking about, then you put it down."

"I'm sorry, Joe. It wasn't that, really. It's just -" she faltered, then plunged in. "Well, I was afraid this would happen, but you said the car was all right. And now, we're stuck so far from home and it's getting dark..." she paused, then added cautiously. "Besides, my parents wouldn't like it if they knew."

"At 18, you're old enough to run your own life." Joe replied. "It's not like you're alone, I'm with you."

"I guess you're right," she said.

Joe just grunted. His attitude disturbed Sandra. They fell silent for several minutes. Sandra knew Joe didn't feel like talking. He seldom did lately. But, for some reason, she tried again.

"Joe did you have fun this weekend?"

"Sure, didn't you?"

"O, yeah," she answered, then paused for a moment. "*Why* did you have fun?"

"I don't know." Joe was now idly watching the traffic. He seldom, Sandra noticed, looked at her when he spoke to her. She waited for him to elaborate, but he didn't.

She sighed. "Sometimes you remind me of your father," she said. At this, he

Vigmostad, S.J. (1981). "The Ride Home," Coed, November 1981. Reprinted by permission of Scholastic, Inc. Permission does not include the right to grant others permission to photocopy or otherwise reproduce this material.

turned to look at her.

"What do you mean?"

"Oh, you know." Sandra answered, running her hand lightly over the grass. "How he talks to your mom most of the time - kinda mean. Like he's sick of talking to her after all this time." She glanced at him to see his reaction.

He didn't answer. He was looking at the highway again.

"Joe?" she prodded. "Did you hear me?"

"Huh? Yeah, I heard you. What's the matter with you anyway? You've been really moody lately."

Sandra persisted. "Did you hear me? Are you sick of talking to me?"

Joe made a face in exasperation. "What do you mean, sick of talking to you? That's a stupid question."

"Can't you at least say yes or no?"

"Okay! No. I'm not sick of talking to you."

Sandra could tell it was useless. She decided to give up, just as Joe sprung up, saying, "Let's go."

Something was wrong, something was uneven inside her. But she couldn't figure out what it was. She wasn't unhappy in school or at home. It was something else. Her mother once told Sandra that she and Joe had become "habit" with one another.

"You've been dating so long," her mother had explained, "that you can't see your relationship objectively. If you could, you'd realize you and Joe are not basically compatible."

That was when Sandra was 17. She grew angry at her mother's words. Nobody's relationship remained exciting after the first year or so, she contended. Things became more practical, mature.

"Funny," Sandra thought, as a semi roared by. "This is the first time I've thought about that since it happened."

But the thought of losing Joe--she couldn't imagine it. He had been with her since she was 16, through everything - proms, parties, football games, graduation. It was just hot, she reasoned. She was tired. She knew she loved Joe, and...

Suddenly a car screeched to a stop in front of them, interrupting her thoughts. It was a 1958 faded green junk heap, blotched with rust. The driver leaned over and yanked the door open for them.

"It don't open from the outside," he called cheerfully. "Com'on in!" He gestured to them, a half-empty bottle of ginger ale in his hand.

Frightened, Sandra impulsively protested, "Oh, no, we're not -"

"Thanks!" Joe interrupted quickly. He turned to her muttering, "Ya gonna walk 15 miles? Come on!"

They climbed into the front seat, trying to avoid some greasy automobile parts that lay scattered on the floor. Sandra scratched her leg on the torn vinyl upholstery as she slid into the middle of the seat. Joe jumped in beside her and slammed the door.

"Thanks for the help," Joe said dutifully. "My car broke down a while back, and it was gettin' pretty hot out there." He stared ahead as he spoke.

"S'all right," the driver replied. "Had a lotta problems myself - before I got *this*." His nod indicated the car, and he paused expectantly.

"Uh? Oh, yeah, looks like it runs okay."

Sandra said nothing, but after a safe interval, she peeked at the driver. He was short and stocky--plump was a better word. She guessed he was around 30. He had stubby hair and small green eyes. His skin was blotched by scars - perhaps from acne. He wore an old, white dress shirt, the kind that was popular in the early '60s. His pants were black, covered with lint. She glanced down at his shoes. They were black, too, with paint splatters.

She smiled to herself. An ugly duckling he was, and yet, what was it about him? She thought for a minute, then hit upon it.

He was small-town people, that's what it was, the kind that smiled at you without stopping to think about it. Small town and big-hearted. Despite her initial fear, she decided she liked him.

"What's your name?" she asked.

"Charlie," he answered with a shrug. "Original, ain't it? My real name is Charles."

Sandra smiled at the unnecessary clarification. "Well, I'm Sandra, and this is Joe, that's no more original than Charlie," she laughed.

Joe gave her a puzzled look.

"You two look like you just been put through the wringer!" Charlie said. "How long you been out there?"

"About two hours," Sandra answered. "And I *feel* like I've been through the wringer!" It felt good to say what was on her mind.

"Ummmmm," Charlie nodded sympathetically. Then he brightened. "Want some of my ginger ale?" he offered, holding the bottle toward her. "It'll cool ya off."

"Oh - no thanks," Sandra replied. "Thanks anyway." She smiled politely.

Charlie held it out to Joe who regarded it with distaste. "No thanks," he muttered.

Unabashed, Charlie continued talking. "Where you folks headed?"

"We go to the university, that's where we're going now," Sandra explained.

Charlie nodded. "The ol' 'U', huh?" he replied over emphatically. He waited for a moment, then ventured, "I go to college, too."

Sandra and Joe both stared. He was obviously lying, but instinctively Sandra knew why. He was insecure, eager to please, and he wanted their respect. Sandra finally stammered, "Oh, really? Wh-which one?"

"Which one?' He paused. "State."

Sandra nodded politely while Joe gave a choke of disbelief. She knew he was trying to keep himself from laughing outright. Anger burned inside her. Joe was always so unfeeling about people. If someone wasn't just right, he couldn't be bothered. He always seemed to blame people for their shortcomings. Sometimes he was rude, as he was to her father that time.

The first time Joe met Sandra's father was two years ago. They had arranged to attend a basketball game together. As she and Joe walked into they gym, Sandra's father shouted and waved at them.

Sandra smiled and waved back. She was eager for this meeting. Joe was very popular, and she was proud he dated her.

Joe walked reluctantly beside her. "Why didn't you tell me your old man was so fat?" he asked bluntly.

Sandra stopped in midstep. "What?"

"Well, he is."

Sandra turned to look at her father. Yes, he was fat, definitely fat. So what? But her voice was uncertain. "I don't know why I never told you. I guess I didn't think it was important."

"Well, I wish you would have," Joe muttered. "Everybody we know is here..." His voice trailed off as they neared Sandra's father.

"So this is Joe!" he exclaimed. He had a booming voice which carried.

Joe uncomfortably glanced around him, replying, "Nice to meet you, sir."

"I hear you're quite a baseball player!"

Joe shrugged, his eyes searching the

floor. There was an awkward pause. Finally, Sandra's father said, "Well, why don't we get a seat before the house is full?"

But Joe hung back, "Oh - hey, listen, I gotta go to the locker room for a minute to talk to the guys. You go find seats. I'll be back a little later, okay?" He smiled weakly and disappeared into the locker room.

Sandra sat down, her face burning. He said only a minute, she told herself, avoiding her father's eyes. He'll be right back. But the game started and still Joe hadn't returned. The first quarter ended, then half time. No Joe.

Finally, the game almost over, he rejoined them. "Sorry," he said as he sat down. "Got kinda wrapped up with the guys. Never had been much of a basketball fan. You know how it is."

Sandra leaned her head back and closed her eyes. She had almost forgotten that episode! Or had she?

"What'cha guys goin' in?" Charlie's loud voice interrupted her thoughts. "In school, I mean."

"My major is English," Sandra replied. "Joe wants to be an architect."

Charlie whistled, "Boy, ya gotta study hard to do somethin' like that," he declared. He directed his remark at Joe.

Joe just looked at him, then mumbled, "Ummmmmm." He quickly withdrew from the conversation, gazing out the window.

Sandra flushed with anger and discomfort. Couldn't he at least be polite? Did he really think he was better than everyone else? Oh, it was just hot, that was all. And she was crabby, taking it out on Joe. Maybe he was hot and tired, too. This would pass. But for now, Sandra decided she would pretend Joe wasn't even there. Then she wouldn't feel so self-conscious talking to Charlie.

She faced the driver again. He was still talking about architecture.

"Yep, a *pret*-ty tough course to take, all them numbers and stuff. Sure glad that's not what I'm goin' in," he prompted.

Sandra felt compelled to ask the question he was fishing for. "What are you studying?"

Charlie cleared his throat with humble importance. "I'm gonna be a doctor."

Suddenly Sandra was all too aware of Joe's presence. "Oh, really?" she asked weakly. "What kind of doctor are you planning to be?"

"Pediatrics doctor," he answered pronouncing the word as if it were a recent addition to his vocabulary. Joe rolled his eyes at Sandra, but she ignored him.

"Oh, you must like children, then," she contributed.

Charlie didn't answer for a moment. Then it clicked. "Yeah, I *love* children."

Joe tried to get Sandra's attention by clearing his throat dramatically, but she pretended not to hear him. They all lapsed into silence and Sandra noted with relief the exit for the university.

"Listen, you can drop us off at the exit here, that'll be fine, " she said.

"Well, where ya going'?"

"Huron Street."

"I can go up there - no trouble. Just a few blocks."

"We don't want to put you out," she protested, knowing it was useless. She regretted she couldn't enjoy this shy, well-meaning man as she would have alone.

"Well, here ya are!" Charlie exclaimed with a smile, as the car sputtered to a stop on Huron Street.

Joe was out of the car before Charlie finished speaking. But Sandra said, "Thanks for going out of your way and all. We really appreciate it. And it was nice meeting you, Charlie!" She got out of the car and shut the door.

"S'okay - so long!" Charlie shouted

as his car chugged away.

The two were silent, gazing after him as they waited for the light to change. Finally, Sandra ventured, "He was nice, wasn't he Joe?" Somehow she hoped he would agree, even pretend to agree. It seemed strangely important.

But Joe stared at her in disgust. "Nice!" he almost bellowed. "The guy was an idiot! Did you hear that doctor routine? He's probably never been near a college in his life! Goes to State, probably the state penitentiary. And did you see that car? I didn't think we'd make it!"

Sandra said nothing to all this. She pursed her lips and watched him closely as he continued, shaking his head.

"And *you*! Here you go takin' it all in. You never talk to *anyone* you don't know. But him, you'd think he was your best friend!" He shook his head again, and ready to dismiss the whole episode, turned to go. "Come on," he said, and grabbed her hand. But she jerked it free.

She glared up at him, ready for once, to argue. But she remained silent. What could she really say to him? He'd never understand. He didn't see things or people the way she did. And she suddenly realized how different they were.

As he stood there, she examined his face, so familiar, yet suddenly strange. Who was he? How had he changed so quickly? And then she realized it wasn't Joe who had changed. He had always been self-centered, inconsiderate, shallow. But she had been too dazzled and insecure to see it.

"I-I think I'd like to walk home alone, if you don't mind, Joe."

Without waiting for a reply, she turned from him and walked away. He started after her, totally confused, and she knew it. But she didn't turn back.

NAME________________
DATE________________

## QUESTION S FOR "THE RIDE HOME"

CO-ED's fiction this month is a story, by S.J. Vigmostad, about the break-up of a long-time, steady relationship. After you read it, jot down answers to these questions, and discuss them in class. They will help you get a better understanding of what the author is saying and what you can learn from it.

1. Write down three or four words that describe Sandra's feelings as the story opens. Why is it so difficult for her to speak her mind?

2. What do you think Sandra would really like to say to Joe?

3. How does Sandra finally open a conversation with Joe? What are the results? How else could she have approached the conversation?

## LESSON C

### Maintaining Relationships

**FOCUS:** Communication, including speaking and listening is a very important part of a relationship. Part of good communication is having good communication and listening skills. However, more important than that is our feelings toward others. If we have a genuine concern and care for others' well-being then that is what will be communicated regardless of our skills. At the same time if we feel the other person is a burden and a roadblock to fulfilling our own interests then despite our good communication skills that will be clear also.

**ACTIVITIES:**

1. Play communication game, "Blind Talk" to show that communication involves more than just talking. Use Teacher Information, " Blind Talk."

2. Do a "graffiti" activity. Use the chalkboard or a large strip of paper. Ask students to list examples of common disagreements between people who live together. [For example, eating someone's food in the frig, not doing share of chores, borrowing clothes or car or other possessions and damaging them, borrowing money and not paying it back, etc.] Roleplay several of the situations.

3. Show how conflict is a result of neglecting our obligations to others and going against our sense of right and wrong. Discuss why conflict is damaging to the relationship. Use Student Handout, "Conflict!"

   [We have to accept responsibility for our part of the conflict, but often it's easier to blame others! When we blame others or find excuses, we use reponses like: I don't have time...they didn't tell me soon enough...I don't have enough money...they're too hard to work with...I don't have the ability...it's your fault]

4. Practice using "I" messages in order to handle conflict honestly. Use Teacher Information, "The 'I' Message," and Student Handout, " 'You' vs. 'I' Messages". [Teacher's note: An alternative way of talking about emotional honesty is to recognize that regardless of how I say something, I can accuse someone with the way I feel. In other words, to say "I feel angry when you...." is to accuse another for the way I feel. Another way of talking about emotional honesty, other than just expressing how I really feel, is to recognize that I am responsible for the way I feel and not others. Be careful in using "I" messages because they can be a more sophisticated way to blame others and shift responsibility to them.]

5. After practicing writing "I" statements, roleplay the situations in Activity 2 again--this time use "I" messages. Also demonstrate how the confict can be resolved without blaming others and excusing oneself but by accepting personal responsibility for the conflict and how one feels.

6. Practice listening skills. Use Teacher Information, "Communication Test." After reviewing skills good listeners use, roleplay several situations from the Grafitti Board in Activity 1. Use Teacher Information, "Listening." [Teacher's note: Like communication skills, listening skills are a part of good relationships, but they are not fundamental. It is possible to use the skills I have hypocritically. For instance, I can perform all the "skills" but still not be a good listener because being a good listener is a matter of genuine concern and having others best interests at heart and one can have the "skills" without being genuine in using them. However, if I am sincere and genuinely concerned then I will listen to the nonverbal cues, show interest, not interrupt, etc.]

7. Review some of the habits of poor communication. Use Teacher Information and Student Handout, "Communication Stoppers." Roleplay each communication stopper. Discuss the effect of poor listening habits on relationships.

8. Show how double meanings can result in miscommunication. Double meanings can result from specific word choices or meanings people attach to their conversation. Use The King Who Rained by Fred Gwynne (1988). This is a delightful children's book that shows how children visualize their parent's talk. Other suggestions: The Sixteen Hand Horse, Chocolate Moose for Dinner, A Little Pigeon Toad.

## "Blind Talk"

Have the participants pair up and sit back to back. Give one person of each pair these instructions, and both a piece of type paper. Have the person with the instructions read and carry out this activity herself, while instructing the person behind her to do the same. (Allow 3 min.)

1. Take a piece of type paper 8 1/2" by 11", and turn the bottom page up about 2 1/2" to make the paper square.
2. Do not turn the paper- just fold it as directed.
3. Take the right hand lower corner up to the left hand upper corner. This makes a triangle. Now press the paper flat.
4. Fold the left hand lower corner up to the top center of the paper.
5. Fold the right hand upper corner to the top outside left folded edge.
6. Divide the upper left hand corner, folding the front half down, toward you, then fold the back half down away from you.

## Journal entry #1

*What does being emotionally honest mean to me?*

# CONFLICT!

Usually conflict in relationships is considered normal, natural, and inevitable. Although conflict is normal and natural in that it does happen, and it is inevitable in that it might continue to happen, but that does not meant that it must happen. Conflict is a result of neglecting our obligations to others and going against our moral sense of what is right and wrong. A good sign that this has occurred is that we blame other people for the conflict and give excuses prove our innocence.

List some examples of conflicts in relationships from literature, T.V., or movies. Then explain how the people involved blamed others and tried to excuse themself from any wrong doing.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

What excuses do you use to blame others?

# THE "I" MESSAGE

Most of the messages we send to people about their behavior are "you" messages - messages that are directed at the other person and have a high probability of putting them down, making them feel guilty, making them feel their needs are not important, and generally making them resist change. Examples of "you" messages are usually orders or commands ("Stop doing that! Get into the car!"), or blaming or name-calling statements "You are acting like a baby! You are driving me crazy!"), or statements that give solutions ("You should forget that idea. You'd better reconsider that plan."), thereby removing the responsibility for behavior change from the other person. Perhaps the worst of all "you" messages is the if....then threat ("if you don't....then I will....").

An "I" message, on the other hand, allows a person who is affected by the behavior of another to express the impact it has on her/him, and at the same time, leave the responsibility for modifying the behavior with the person who demonstrated that particular behavior. An "I" message consists of three parts:

(1) the specific behavior
(2) the resulting feeling you experience because of the behavior
(3) the tangible effect on you

Thus, a teacher might say to a student:

> When you tap on your desk with your pencil, I feel upset because I get distracted and have difficulty teaching.

A wife might say to her husband:

> When I try to help you and you don't say anything, I feel confused because I don't know how you feel about my help.

In effect, the "I" message allows the sender to implicitly say, "I trust you to decide what change in behavior is necessary." In this manner, "I" messages build relationships and equally importantly, they do not place the sender in the position of enforcing a new behavior as is frequently the case with the "you" messages discussed above.

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Copied with permission from Family Life Curriculum, Vol. I, Utah State Office of Education, 1981.
*The "I" message is a term used by Dr. Thomas Gordon in his book, Parent Effectiveness Training (1971)

Teacher's note: An "I" message can be just as accusing as a "you" message. The "I" message can be a more sophisticated way of implicitly blaming the other person for the way I am feeling. More fundamental to "you" or "I" messages is how I see you. If I see you as a burden, an inconvenience, or as frustrating me, then regardless of how I say it-- that is the message that will come across. However, if I see you compassionately, genuinely, and I have your best interests at heart and I want to act in your best interests, then that will also be apparent.

# "You" vs. "I" Messages

If we want to be effective in our communication with others, we need to practice being emotionally honest. "I" messages help us identify what is happening to us, in contrast to "you" messages, which may evaluate, blame, or criticize. In emotional situations with others, it is more common to give "you" messages: "You made me mad." "You did that all wrong!"

When we express what we feel, instead of what someone else did wrong or blaming someone else for what we're feeling, we are taking responsibility for our communication. That is the beginning of emotional honesty. It's important, also, to take responsibility for how we talk about our feelings, avoiding harsh or sarcastic tones of voice. Try changing the following "you" messages to "I" messages. Include the specific behavior, the feeling you have about it, and the effect on you. Think of a situation you've experienced.

Example:

When you ______________________________

I feel ______________________________

because ______________________________

1. You make me mad. ______________________________
   ______________________________
   ______________________________
2. You never talk to me. ______________________________
   ______________________________
   ______________________________
3. You're never ready on time. ______________________________
   ______________________________
   ______________________________
4. You're so unkind. ______________________________
   ______________________________
   ______________________________
5. You don't ever do your share. ______________________________
   ______________________________
   ______________________________
6. You don't take enough time for me. ______________________________
   ______________________________
   ______________________________
7. You always forget to pick up your clothes. ______________________________
   ______________________________
   ______________________________

# COMMUNICATION TEST

Name ________________________________________

Communication skills are important in relationship, sometimes we're so involved thinking about our own responses, we forget to listen.

Read everything carefully before doing anything.
Note: This is a timed test. You will be allowed three minutes only.

1. Write your last name in the upper right hand corner of this sheet.
2. Draw a circle around the word "name" in the first sentence.
3. Draw five small squares in the name space in the upper left hand corner of the page.
4. Make an "X" in each square.
5. Write down your first name when you read this sentence.
6. Print "yes" after the title at the top of the page.
7. Make an "X" in the lower left hand corner of this sheet.
8. Underline sentence #7.,
9. Multiply 70 times 61 on the back of this sheet.
10. Fill in "I have____________________" if you have followed all the directions up to this point.
11. Circle all even numbers.
12. Write from ten to one backwards to the right.
13. Draw a square around each number that is spelled out on this sheet.
14. Now that you have finished reading everything carefully, follow the directions in sentence one only.

# Listening

Listening is a skill that can be learned. It takes practice, though, because we are conditioned to talk and be heard by others. We are not necessarily conditioned to hear what others are saying. Good listeners listen in order to understand. They aren't getting ready for what they are going to say next.

Good listeners:

- "listen" to nonverbal clues (facial expression, voice tone, posture, etc.)
- don't jump ahead of the speaker
- give the speaker time
- show interest and alertness
- do not interrupt
- clear up misunderstandings before they begin their own talk.

Choose a partner for the following conversation.

**Exercise #1**

Talk about the plans and dreams you have for living on your own. Have the person who is supposed to be listening give you plenty of advice, interrupt, make judgmental comments during the conversation.

How did you feel?

**Exercise #2**

Reverse the speaker and listener with your partner. Have your partner talk about the same subject. Listen responsively, attentively, without interrupting or advising or putting them down.

What was the feeling this time?

## COMMUNICATION STOPPERS

Habits of poor communication are usually learned as we are children. We continue to use them with our children, continuing the process.

1. BLAMING: Family members frequently blame each other trying to find out who is at "Fault," who stated it, and so forth. Blaming hurts feelings, resulting in arguments, and reduces self-esteem.

2. INTERRUPTING: When someone interrupts another it is a sign that one idea is more important than another. Frequent interruptions stop clear communication and show disregard for other people's ideas.

3. TALKING FOR SOMEONE: Talking for someone, like saying, "we feel happy, don't we?" is a way of communicating that the other person is not an individual with her/his own ideas. Without knowing why, the person talked for feels unimportant, dependent on others and lacks self-understanding.

4. DISTRACTING: When someone talks to another, the receiver may disrupt communication by distracting the speaker. Example:
    Mother:"Is your room clean?"
    Son:"Oh, Mother, look at what I did in school today!"

5. INCONGRUENCE: This means that what a person says is not matched by her/his actions or feelings. Much of the time we do not recognize when we are incongruent, but when someone attempts to hide feelings, or is unaware of feelings, then incongruence may be observed.

6. DISQUALIFYING: Disqualifying someone can occur two ways. A person may say one thing one time and another, even in the same conversation, contradict what was said earlier. Or, a person may not pay attention to someone or disagree without showing it and say, "Yes, but...." or "What about this...." or "That's interesting, but I don't think...."

7. WITHDRAWAL: We frequently make the mistake of believing that not talking is a way to not communicate. But, avoiding conversation in families communicates hurt, rejection, neglect, indifference, and/or anger.

## Communication Stoppers

When we think we are listening, we are often involved in a series of communication stoppers. Put a check (✓) beside the ones you dislike most when they are aimed at you. Underline the ones you think you sometimes do to other people.

__ Blaming
__ Interrupting
__ Talking for Someone
__ Distracting
__ Incongruence
__ Disqualifying
__ Withdrawal

Communication Stoppers

When we think we are listening, we are often involved in a series of communication stoppers. Put a check (✓) beside the ones you dislike most when they are aimed at you. Underline the ones you think you sometimes do to other people.

__ Blaming
__ Interrupting
__ Talking for Someone
__ Distracting
__ Incongruence
__ Disqualifying
__ Withdrawal

# LESSON D

## Commitment

**FOCUS:** To be related is to be committed to the welfare of others. However, since our relationships are different, our commitment within each relationship varies. Nevertheless, we are committed and we are either being true to that committtment or not. In addition, one need not be concerned with the commitment others have to us, rather we should be concerned about fulfilling the commitment we have to others.

**ACTIVITIES:**

1. Have students rate themselves individually on how ready they are to honor and accept commitments. This rating scale includes commitments to job, financial responsibility, daily routines, and other people. Use Student Handout, "Commitment " and/or Teacher Information, "How Ready Am I?"

2. As a class, share feelings...

   ... about the value of friendship and relationships in an independent living situation.

   ...about the level of commitment to maintain relationships.

   Try using a "Circular Response" format.

# Commitment is Part of Relationships

All relationships involve some sort of commitment. Below is an exercise to help you assess how ready you are to be committed to another person. On a scale of 1 to 10, with 1 being the "least ready", rate yourself on how ready you are to accept and honor each commitment. Place an X on the appropriate location on each continuum. Think about each statement before going on to the next one.

## How Ready Am I

1. How ready am I to get a job?
   1____________________5____________________10
2. How ready am I to have a checking account?
   1____________________5____________________10
3. How ready am I to take care of my own clothes?
   1____________________5____________________10
4. How ready am I to make my own meals?
   1____________________5____________________10
5. How ready am I to buy my own groceries?
   1____________________5____________________10
6. How ready am I to have a charge account?
   1____________________5____________________10
7. How ready am I to "settle" down with one person for the rest of my life?
   1____________________5____________________10
8. How ready am I to support a family?
   1____________________5____________________10
9. How ready am I to care for a child, day and night, for at least 18 years?
   1____________________5____________________10
10. How ready am I to make all of my own decisions and live with them?
    1____________________5____________________10

We've explored several concepts about relationships—the various types, the importance of relationship to ourselves, the qualties of friendship, the value of learning skills that enhance communication and provide an avenue for resolving conflict, and what commitment means in a relationship. In the space below, write your feelings about the value of friendship and relationships in your own life and evaluate whether you have been true to the commitment in those relationships.

# How Ready Am I

1. How ready am I to get a job?
1________________________5___________________________10

2. How ready am I to have a checking account?
1________________________5___________________________10

3. How ready am I to take care of my own clothes?
1________________________5___________________________10

4. How ready am I to make my own meals?
1________________________5___________________________10

5. How ready am I to buy my own groceries?
1________________________5___________________________10

6. How ready am I to have a charge account?
1________________________5___________________________10

7. How ready am I to "settle" down with one person for the rest of my life?
1________________________5___________________________10

8. How ready am I to support a family?
1________________________5___________________________10

9. How ready am I to care for a child, day and night, for at least 18 years?
1________________________5___________________________10

10. How ready am I to make all of my own decisions and live with them?
1________________________5___________________________10

# Unit Three

*In this unit students will:*

- *Identify possible roles you may assume in an independent living situation,*
- *Examine expectations of various roles*
  - *—traditional vs nontraditional roles*
  - *—changing roles, and*
- *Practice assigning priorities to various roles.*
- *Investigate "wage earner" role*

## Life Roles

# Unit Three

*Suggested time for unit: five 50 minute class periods.*

*Life Roles*

**LIFE ESSENTIAL:** **Roles**

**SUB PROBLEM 3:** What do I need to know about life roles as I prepare to live on my own?

**VALUE ASSUMPTION:** Independent living is enhanced when individuals successfully balance life roles.

**OBJECTIVE:** The learners will identify, examine expectations, and prioritize various life roles so they can balance their roles more effectively.

**LESSONS:**

A. Identify possible roles in an independent living situation.

B. Examine expectations of various roles.
    traditional vs nontraditional roles
    changing roles

C. Practice assigning priorities to various roles.

D. Investigate "wage earner" role.
    Part 1: Aptitude and abilities
    Part 2: Interests and personality traits
    Part 3: Job requirements and conditions
    Part 4: Getting a job and keeping it
        a. where to look
        b. how to apply
        c. keeping your job and common mistakes to avoid

E. Test Bank

## RESOURCE LIST
### Unit 3: Life Roles

| Lesson | Student Handouts | Other Teaching Materials | Teacher Information | Transparency Masters |
|---|---|---|---|---|
| A: | "Identifying Life Roles" | | | |
| B: | "Examining Expectations"<br>"Role Expectations"<br>"Gender Expectations"<br>"Expectations May Change"<br>"My Role Expectations" | Pictures of people in various roles<br>Needle or pin and a nail | | "Changing Homemaker Role" |
| C: | "Assigning Priorities" | | | |
| D:<br>Part 1 | | Aptitude Tests | "Identifying Aptitude & Ability"<br>"Game of Life" | |
| D:<br>Part 2 | "Values & Interests that Influence Career Choice"<br>"What Kind of Job is Best for You?" | | "Holland Types"<br>"Describer Words for Holland Types"<br>"Teacher Key for Holland Types Personality Traits"<br>"Answer Key: What Kind of Job is Best for You?" | "Realistic Occupations" |
| D:<br>Part 3 | | "Occupational Outlook Handbook"<br>"Dictionary of Occupational Titles" | "Job Requirements/Conditions" | "Fastest Growing Occupations" |

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| | | | | |
|---|---|---|---|---|
| D:<br>Part 4 | "Getting a Job and Keeping It"<br>"Resume Worksheet"<br>"Job Interview - STAR Event"<br>"Design a Business - STAR Event"<br>"Life Management Budgeting Assignment" | Guest Speaker from Job Service to talk about jobs, careers, training, etc.<br>Job Search Guide: "How to Get the Job You Want" by Bruno Vassel III<br>Human Resources, Inc.<br>13 Northridge Way<br>Suite 300<br>Sandy, UT 84092<br>(801) 572-5805<br>FAX (801) 571-9862 - for each student<br>Teacher/Community members to serve as interviewers<br>Helpful Hints for Job Seekers<br>Utah Department of Employment and Security<br>174 Social Hall Ave.<br>P.O. Box 11249<br>SLC, UT 84147 | "Locating Job Openings"<br>"Application Forms"<br>"Resumes"<br>"Letters of Application"<br>"The Job Interview & Follow-up"<br>"Keeping Your Job"<br>"Common Mistakes to Avoid"<br>"Job Assignments"<br>"Job Summaries & Salaries"<br>"Getting a Job the Right Way" | "Cover Letter"<br>"Letters Responding to a Blind Ad"<br>"Getting a Job the Right Way" |

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# LESSON A

## Identifying Life Roles

**FOCUS:** Roles are parts we play. When you live on your own, you will learn to assume roles formerly filled by your parents or other adults. It's important to recognize that everyone plays a variety of roles–that the kinds of roles you play change depending where you are in your life, and, that the roles themselves change. For example, men's and women's roles have shifted in recent years.

**ACTIVITIES:**

1. Introduce this unit by playing a game children play (Pin the Tail on the Donkey, Freeze Tag--move if the person in charge isn't looking—"freeze" when they do—whoever is caught moving is "it.") Point out that when we were children we played children's games. When we get older, our roles change and we are expected to do different things. Sometimes people "freeze" themselves in a certain roles, but like children's games, roles change too.

2. Have students brainstorm a large list of **roles** that are **part of daily successful living** and list them on the chalkboard. (Or, write the roles on pre-cut strips of paper and put them on a bulletin board for future reference.) Roles can be related to work, apartment living, school, community, relationships.

   wage earner: boss, clerk, secretary, truck driver, doctor, etc.
   homemaker: cook, housecleaner, babysitter, laundry person, etc.
   family member: spouse, parent, in-law, aunt/uncle, sister/brother, etc.
   community member: voter, neighbor, customer, church member, etc.
   service providers: mail deliverer, banker, police, etc.

3. Have individual students list roles they think they will be assuming when they live on their own. Then have them check how competent they feel about assuming those adult roles. Use Student Handout, "Identifying Life Roles."

4. Discuss with students: What do I still need to know about life roles before I live on my own?

**CORE ISSUE 3**

*What do I need to know about life roles as I prepare to live on my own?*

# Identifying Life Roles

Brainstorm a list of all the roles you can think of that are part of successful daily living—related to work, apartment living, school, community, relationships. Include all the kinds of roles others filled when they reminded you to do—make your bed, do your homework.... Then check (✓) how competent you feel about assuming roles formerly filled by your parents or other adults.

### How Well Do I Fill These Roles?

| | Very competent | Somewhat | Not at all |
|---|---|---|---|
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## LESSON B

### Examining Role Expectations

**FOCUS:** Role expectations are behaviors expected in certain positions of responsibility. From watching those around us and through our own life experiences, we develop expectations of a variety of life roles. It is easier to manage when roles are clear and people living together have similar expectations.

**ACTIVITIES:**

1. Show pictures of people in various roles (teen, baby, grandparent, mother, fiancee, father, football coach, best friend, wage earner, roommate) or refer back to the list of roles students brainstormed earlier, then, list expectations of each of the roles. Use Student Handout, "Examining Expectations."
2. Illustrate different expectations for family roles. Role play a variety of expectations for each family role. Have students play adult roles. (father, mother, wage earner, homemaker). Use Student Handout, "Role Expectations."
3. Some role expectations are gender issues--that is behavior is a set of expectations related to sex. Display a **needle or pin** and a **nail**. List all the activities associated with each item. Note how gender expectations influence thinking. Discuss other examples of how behavior is expected of males and females. Use Student Handout, "Gender Expectations."

   NEEDLE: sewing a hem, picking out slivers, sewing a button, marking a hem

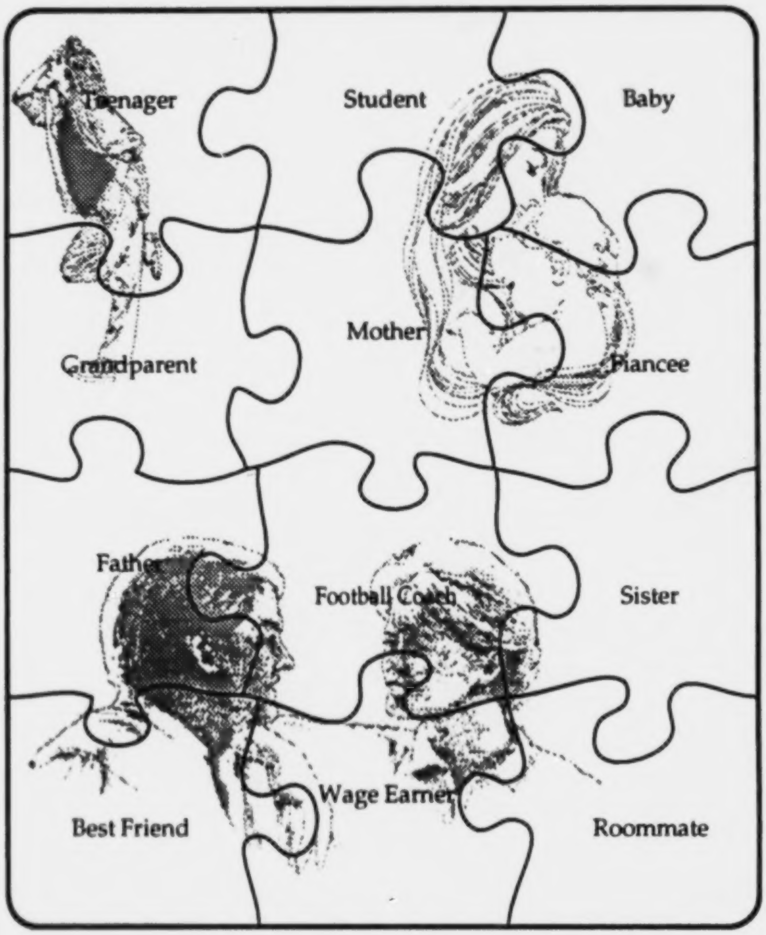
   NAIL: joining lumber, plug a tube of caulk, use for a hook for tools, an earring, fingernail cleaner
4. Use Transparency Master, "Changing Homemaker Role" to show how the homemaker role has changed. Discuss with students how other roles change both within society and for individuals in different circumstances. For example, the parent role changes with divorce occurs in a family, work roles are different today, especially for women, etc. Use Student Handout, "Expectations May Change."
5. Have a discussion about roles students expect to play and roles they expect others to play when they live on their own. For example, who will be housecleaner, cook, laundry person? Who will maintain and wash the car, mow laws, buy groceries? Use Student Handout, "My Role Expectations."

## Journal Entry #1

*What would some of my unrealistic expectations be?*

# Examining Expectations

From watching those around us and through our own life experiences, we develop expectations of ourselves and others. Role expectations also develop in certain positions of responsibility. Discuss expectations of each of the following roles.


Teenager
Student
Baby
Grandparent
Mother
Fiancee
Father
Football Coach
Sister
Best Friend
Wage Earner
Roommate

# "Role Expectations"

Each of us has different role expectations for those we live around, including mother, father, wage earner, homemaker, roommate, etc. Following are sets of roles. With a partner, roleplay your expectations of both and then reverse roles. Include characteristics of both in the spaces below.

Wage earner————————Homemaker

Father————————Mother

Single parent————————17 year old son or daughter

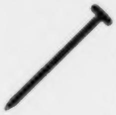
Roommate #1————————Roommate #2

## Journal Entry #2

***What is hardest for me to accept about the variety of roles I may assume as I begin to live on my own?***

# "Gender Expectations"

Some role expectations are gender-related—that is, behavior is a set of expectations related to sex. List some activities associated with the items below.



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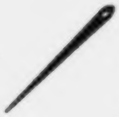

______________________
______________________
______________________

**Discuss:**

What other examples can you think of how behavior is influenced by being male or female?

______________________
______________________
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# Expectations May Change

Expectations about roles change both within society and for individuals in different circumstances. They're like the tide coming in on the beach—constant, something is there, but there is an ebb and flow to it.

| Identify familiar social changes about roles you have noticed in the past several years. | Identify changes in your individual life you can expect. |
|---|---|
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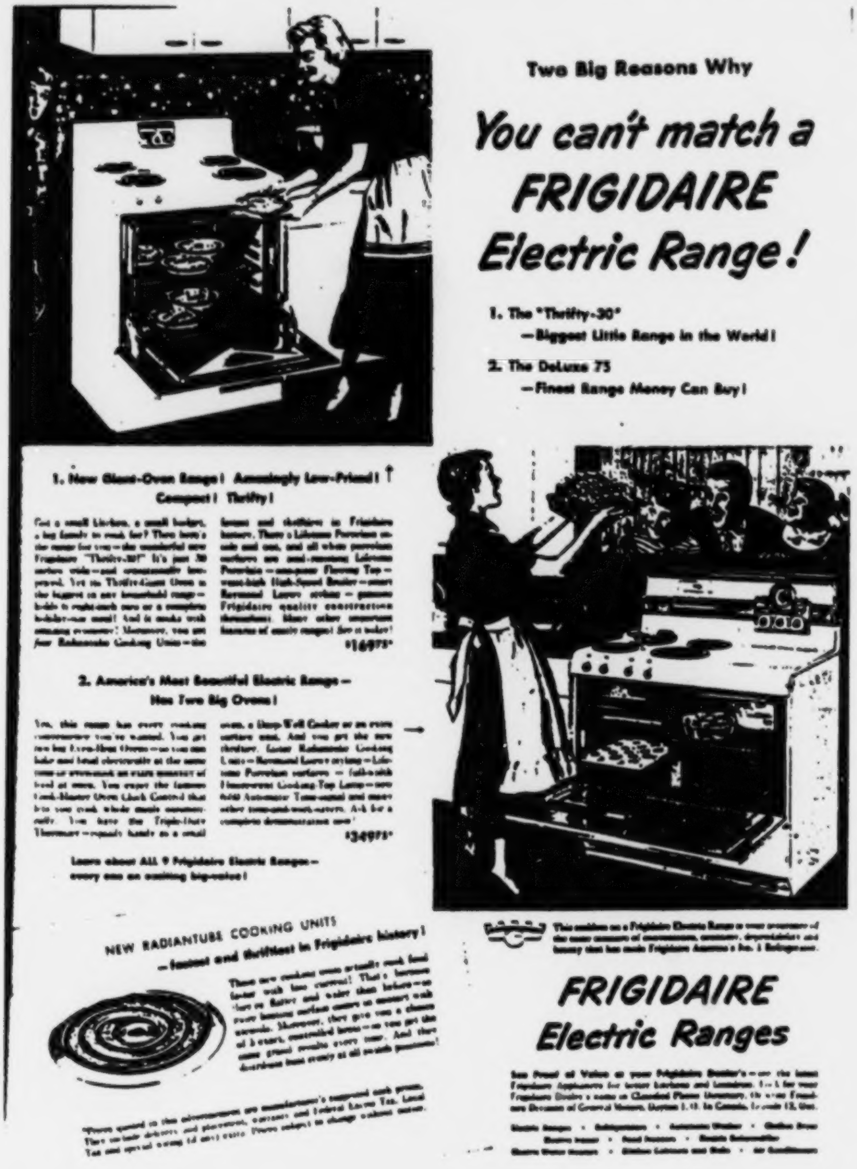

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SOURCE: Life, 26 June 1950, p. 23

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# My Role Expectations

Families, and roommates, for that matter, manage better when roles are clear and expectations are similar or understood. Answer and discuss the following questions:

1. What roles do you expect to play?

2. What roles do you expect others to play?

# LESSON C

## Assigning Priorities

**FOCUS:** Balance is important in order to feel satisfied about life. Balance differs from person to person and from day to day. People who set priorities are likely to have more balanced lives.

**ACTIVITIES:**

1. Students will compare different situations to see how to prioritize demands of the roles they play. Have students think of someone they know whose life is out of balance. Describe that person's life. Next have students think of someone they know whose life is in balance. Describe that person's life. Have them decide which person they would like to be like and tell why.

   Use A-B sharing to do this activity. Students pair up, one student is A, the other is B. Teacher sets the time for each to tell the other about the assignment that has been made. For example, for 1 minute A tells B about someone he knows whose life is out of balance. After 1 minute, B tells A.

   Use Student Handout, "Assigning Priorities."

2. Identify as a class some priorities that may be impossible to change. For example, the demands of an infant in a new parent's life are not always convenient or possible to change.

   [Time management is a way to schedule priorities. Time is an important resource that will be covered in the next unit. An awareness of roles and demands associated with them will help students make decisions about managing time.]

# Assigning Priorities

Balance is important in order to feel satisfied about life. Balance differs from person to person and from day to day. People who set priorities are likely to have more balanced lives.

How will you assign priorities to roles you have to fill? In the boxes below, write up a character sketch of:

Someone who has NOT prioritized demands

Someone who has prioritized demands

Which person would you prefer to be like? Why?

If you are to get along with others, you may need to let go of rigid role expectations. What role expectations do you have that you would like to change?

What role expectations are you unwilling to change?

# LESSON D

## Exploring Your Role as a Wage Earner

## CAREER AND JOB SELECTION

**FOCUS:** With over 30,000 different jobs to choose from, one of the most important decisions a student will make will be a career choice. This lesson consists of four parts to help students consider issues such as their aptitude, abilities, interests and personality. In addition to these traits looking at educational level, physical and environmental considerations as well as earnings, hours and future outlook of a particular area or specific will aide in making a career choice.

Part 1: Aptitude and abilities
2: Interests and personality traits
3: Job requirements and conditions
4: Getting a job and keeping it
  a. Where to look
  b. How to apply
  c. Keeping your job and common mistakes to avoid

## PART 1

### "Identify Aptitudes and Abilities"

**FOCUS:** Is the job something I enjoy? Can do?

**ACTIVITIES:**

1. Review the meaning of interests and abilities in the context of wage earning. Use Teacher Information, "Identifying Aptitude and Ability."
2. Have students visit with the school counselor and review their test scores from tests previously given. Discuss with the counselor possible career choices based on their interest, aptitudes and abilities.
3. Contact the school counselor to take one of the following aptitude tests: GATB (General Aptitude Test Battery), DAT (Differential Aptitude Test), Apticom (a computerized aptitude test battery), the CPP (Career Planning Program), ASFAB (given by the United States Air Force), etc. Perhaps you will have already taken one of these tests, if not, contact your school counselor.
4. Help students understand the need for all women to prepare for a job or career. Play the "Game of Life." See Teacher Information.

## "Identifying Aptitude and Ability"

**Abilities and Aptitude -** Is the job something I can do?

*Abilities* indicate skills and activities that you can perform successfully. Some abilities are gained through hard work, others seem to come naturally. Someone born with a talent may also be considered to have an aptitude for that activity or skill.

*Aptitudes* are also ratings of a person's ability to learn different skills. These try to tell you how quickly and easily you learn. A variety of aptitude tests are available that will help you get an accurate measurement of your abilities. In order to set realistic goals and not overlook some undeveloped talent, identifying aptitudes is important.

# THE GAME OF LIFE

This object lesson can be used effectively with students, educators and employers including both women and men. You should introduce this lesson by explaining to the group that they represent a random sample of all women in the U.S.

- Before presenting this object lesson, obtain some black, red, yellow, orange and green colored markers. The markers may be colored jelly beans, name tags, cut pieces of colored construction paper, suckers, etc.
- Separate the markers into groups of ten. Each group of ten should contain one black, one red, one yellow, three orange, and four green markers. Note: When the markers are divided into these proportions, they represent the number of women in each of the following categories:

10% black = widows
10% red = never married
30% orange = divorced
40% green = married, and will be in the paid labor force at least 25 years
10% yellow = married, but will not participate in the paid labor force

(By separating the marker into groups of ten, it is not necessary to know the exact size of your audience before the presentation).

- Put each group of ten into a small plastic bag. Then, as the audience arrives, give each person a marker from one of the bags of ten. Use all of the markers from one group of ten before opening the next group of ten. This will ensure the audience is divided into the correct proportions.
- Explain to the audience that they are to consider themselves as a random group, representing women either nationally, statewide, or community wide, etc. Ask the members of the audience to stand if they have the black markers. Tell them that they represent the 10% of the total population of women who will be widowed by age 50. Have them sit down.
- Ask the audience members to stand if they have red markers. Explain that they represent the 10% of the total population of women who have never married. Have them sit down. Ask the audience members to stand if they have an orange marker. Explain that they represent the 30% of the total population of women who will be divorced. Have them sit down.
- Ask the audience members to stand who have green and yellow markers. Tell them that they represent the 50% of the total population of women who are married. Ask those with green markers to be seated. Explain that the 10% left standing represent those women of the total population who will not work for at least 25 years regardless of their status.
- Point out that the seated audience members represent the women who will be part of the labor force for at least 25 years of their lives.
- Have the group with the yellow markers be seated. Explain that individuals do not know what the future holds for them. Discuss what "The Game of Life" Exercise means to them. Both boys and girls should understand the importance of women's future career plans.

"The Game of Life" developed by Barbara Hales

## PART 2

### "Interests and Personality Traits"

FOCUS: Interests indicate activities you like and enjoy. What you like to do and personal traits you have will impact your career choice. Many of these will seem obvious to you. Making lists of how you like to spend your time and things you enjoy will help you see yourself more objectively. Several interest inventories are available to help you identify interest you have.

ACTIVITIES:

1. The Holland Types is based on a theory that says people and occupations fall into six different groups - Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

   Before students arrive to class write each of the six Holland types on poster paper and place in different areas around the room. Use Teacher Information, "Holland Types". Read the description of each and have students congregate at the one that best describes them. This may be repeated for a 2nd and 3rd choice also to give students a broader choice. Give students the list of descriptive words. Use Teacher Information "Describer Words for Holland Types". After students have circled the words that best describe them identify which category each section describes. Use Teacher Key. After completing this activity give the students a description of each group and the jobs that are related to each category. Use Transparency Masters on "Realistic Occupations".

2. Have students complete "Values and Interests that Influence Career Choices." The students will determine to what degree each of the items listed affects their choice of a certain career. Have students identify interests and potential career areas.

3. To assess personal characteristics related to job skills, have the students complete "What Kind of Job is Best for You?" Discuss with the students what they found out about themselves and whether they agree or disagree. Discuss as a class.

# "Holland Types"

**REALISTIC:**
Persons of this type have good coordination and motor skills, usually see themselves as mechanically inclined, prefer hands-on to abstract problems, may avoid social settings that require verbal and interpersonal skills; like to create things with tools; and prefer outdoor to indoor work.

**INVESTIGATIVE:**
Persons of this type have a strong science-math orientation; prefer to think problems through rather than act them out; have a need to work independently; are confident of their scholastic ability; often avoid jobs where there are a lot of rules; and dislike repetitive tasks.

**ARTISTIC:**
Persons of this type prefer free, unstructured situations with a lot of self expression; similar to investigative in not liking to work under a lot of rules; are creative, especially in artistic and musical media; usually like to work alone; and avoid scientific problem-solving, focusing on artistic self-expression.

**SOCIAL:**
Persons of this type like to work in groups; have good verbal-interpersonal skills; have a strong concern for people and like to help them solve their problems; prefer to solve problems through talking and interaction; and are usually not interested in working with machines or in scientific problem-solving.

**ENTERPRISING:**
Persons of this type have verbal skills suited to selling, dominating, and leading; seek leadership positions; clever at thinking of new ways to lead and convince people; like power, status, and wealth; and tend to avoid work situations requiring long periods of intellectual effort.

**CONVENTIONAL:**
Persons of this type prefer well-ordered life and working conditions; are effective at well-structured tasks; avoid disorganized situations and problems requiring interpersonal relationships; like systematic verbal and numerical activities and value material possessions and status.

Source: UTAH'S CAREER GUIDE, Edition, L. Kristine Dobson, Project Director, Tammy Thorin Stewart, Utah State Occupational Information Coordinating Committee, 140 East 300 South, P.O. Box 11249, Salt Lake City, Utah 84147, (801)536-7806

# DESCRIBER WORDS FOR HOLLAND TYPES

Circle 10 words that best describe your personality

PHYSICAL
PRACTICAL
DIRECT
EXPRESSIVE
NONCONFORMING
IMPULSIVE
ENERGETIC
CAUTIOUS
METHODICAL
COOPERATIVE
RESPONSIBLE
TACTFUL
CONSERVATIVE
WELL-CONTROLLED

PERSISTENT
THRIFTY
DISORGANIZED
INDEPENDENT
CREATIVE
AMBITIOUS
SOCIABLE
INDEPENDENT
INTELLECTUAL
HELPFUL
IDEALISTIC
CONSCIENTIOUS
PERSISTENT
DEPENDABLE

STABLE
HONEST
IMPULSIVE
EMOTIONAL
ADVENTUROUS
SELF-CONFIDENT
DOMINEERING
CURIOUS
RESERVED
VERBAL
GENEROUS
ORDERLY
CAUTIOUS

COORDINATED
SHY
ORIGINAL
IMAGINATIVE
CONVINCING
POPULAR
ANALYTICAL
PRECISE
ACHIEVING
FRIENDLY
UNDERSTANDING
CONFORMING
EFFICIENT

# TEACHER KEY

## FOR HOLLAND TYPES PERSONALITY TRAITS

REALISTIC:

PHYSICAL
PRACTICAL
DIRECT
PERSISTENT
THRIFTY
STABLE
HONEST
COORDINATED
SHY

ARTISTIC:

DISORGANIZED
INDEPENDENT
CREATIVE
IMPULSIVE
EMOTIONAL
ORIGINAL
IMAGINATIVE
EXPRESSIVE
NONCONFORMING

ENTERPRISING:

ADVENTUROUS
SELF-CONFIDENT
CONVINCING
POPULAR
IMPULSIVE
ENERGETIC
AMBITIOUS
SOCIABLE
DOMINEERING

INVESTIGATIVE:

ANALYTICAL
METHODICAL
CAUTIOUS
INTELLECTUAL
INDEPENDENT
RESERVED
CURIOUS
ACHIEVING
PRECISE

SOCIAL:

COOPERATIVE
RESPONSIBLE
TACTFUL
HELPFUL
IDEALISTIC
VERBAL
GENEROUS
FRIENDLY
UNDERSTANDING

CONVENTIONAL:

CONSCIENTIOUS
PERSISTENT
ORDERLY
CAUTIOUS
CONFORMING
EFFICIENT
CONSERVATIVE
WELL-CONTROLLED
DEPENDABLE

# REALISTIC OCCUPATIONS

Persons of this type have good coordination and motor skills, usually see themselves as mechanically inclined, prefer hands-on to abstract problems, may avoid social settings that require verbal and interpersonal skills; like to create things with tools; and prefer outdoor to indoor work.

Air Traffic Controller
Aircraft Mechanic
Asbestos and Insulation Worker
Assembler, Electronics
Auto Body Repairer
Auto Mechanic
Baker
Billing Machine Operator
Bus Driver
Cabinetmaker
Carpenter
Cement Mason
Cook
Cook, Short Order
Correction Officer and/or Jailer
Crane, Derrick, or Hist Operator
Dental Lab Technician
Diesel Mechanic
Drafter
Drywall Applicator
Dump Truck Driver
Electrical/Electronic Technician
Electrician
Electronics Mechanic
Emergency Medical Technician
Engineering Equipment Mechanic
Farm Equipment Mechanic
Firefighter
Food Preparation and Service Worker
Forester
Fuel Pump Attendant
Furnace Installer and Repairer
Gardener and Groundskeeper
Glazier
Industrial Truck Operator
Janitor
Landscape Architect
Line Installer and Repairer
Machinist
Mall Carrier
Maintenance Mechanic
Maintenance Repairer, General Utility
Meat Cutter
Mechanical Engineering Technician
Millwright
Mine Machinery Mechanic
Motorcycle Repairer
Office Machine Servicer
Offset Press Operator
Operating Engineer
Optician
Painter, Construction
Peripheral EDP Equipment Operator
Pipe Fitter
Plumber
Refrigeration Mechanic
Repairer, Electrical Appliance
Roofer
Rotary Driller
Roustabout
Sheet Metal Worker
Shipping and Receiving Clerk
Stationary Engineer
Stock Clerk, Sales Floor
Stock Clerk, Stockroom or Warehouse
Structural Steel Worker
Surveyor
Surveyor Helper
Tool and Die Maker
Tractor-Trailer Truck Driver
Truck Driver, Light
Upholsterer, Furniture
Welder

**INVESTIGATIVE:**

Persons of this type have a strong science-math orientation; prefer to think problems through rather than act them out;p have a need to work independently; are confident of their scholastic ability; often avoid jobs where there are a lot of rules; and dislike repetitive tasks.

Airplane Pilot, Commercial
Chemist
Civil Engineering Technician
Computer Operator
Computer Programmer
Computer Systems Analyst
Dentist
Economist
Electrocardiograph (EKG) Technician
Electroencephalograph O(EEG) Technician
Engineer, Chemical
Engineer, Civil
Engineer, Electrical/Electronic
Engineer, Industrial
Engineer, Mechanical
Engineer, Metallurgical
Geographer
Geologist
Geophysicists
Mathematician
Medical Assistant
Medical Technologist
Optometrist
Pharmacist
Physician
Physician's Assistant
Physicist
Radiologic Technologist
Statistician
Television and Radio Repairer
Urban and Regional Planner
Veterinarian

**ARTISTIC:**

Persons of this type prefer free, unstructured situations with a lot of self expression; similar to investigative in not liking to work under a lot of rules; are creative, especially in artistic and musical media; usually like to work alone; and avoid scientific problem-solving, focusing on artistic self-expression.

Actor/Actress
Announcer, Television and radio
Architect
Commercial Artist
CopyWriter
Designer
Editor
Interior Designer
Manager, Advertising
Photographer
Public Relations Representative
Reporter
Technical Writer

## SOCIAL:

Persons of this type like to work in groups; have good verbal-interpersonal skills; have a strong concern for people and like to help them solve their problems; prefer to solve problems through talking and interaction; and are usually not interested in working with machines or in scientific problem-solving.

Barber
Bartender
Case Aide
Caseworker, Social Services
Child Care Worker
Claim Adjuster
College Instructor
Cosmetologist
Counselor, School
Dental Assistant
Dental Hygienist
Dietician
Group Recreation Worker
Historian
Host/Hostess
Hotel/Motel Manager
Instructor, Vocational
Librarian
Medical Assistant
Medical Records Technician
Nurse Aide
Nurse, Licensed Practical (LPN)
Nurse, Registered
Occupational Therapist
Parole Officer
Physical Therapist
Police Officer
Psychologist, Clinical
Personnel and Labor Relations Specialist
Respiratory Therapist
School Principal
Social Worker, Medical or School
Sociologist
Speech Pathologist and Audiologist
Surgical Technician
Teacher Aide
Teacher, Elementary
Teacher, Secondary
Ticket Agent
Vocational Rehabilitation Counselor
Waiter/Waitress

**ENTERPRISING:**

Persons of this type have verbal skills suited to selling, dominating, and leading; seek leadership positions; clever at thinking of new ways to lead and convince people; like power, status, and wealth; and tend to avoid work situations requiring long periods of intellectual effort.

Administrative Assistant
Airplane Flight Attendant
Buyer
Construction Inspector
Delivery and Route Worker
Dispatcher, Fire or Police
Health Administrator
Insurance Agent
Judge
Lawyer
Legal Assistant (Paralegal)
Manager, Auto Parts
Manager, Personnel
Manager, Restaurant
Manager, Retail Store
Purchasing Agent
Real Estate Agent
Sales Clerk
Security Guard
Travel Agent
Wholesaler

**CONVENTIONAL:**

Persons of this type prefer well-ordered life and working conditions; are effective at well-structured tasks; avoid disorganized situations and problems requiring interpersonal relationships; like systematic verbal and numerical activities and value material possessions and status.

Accountant
Bank Teller
Billing Machine Operator
Bookkeeper
Cashier
Central Office Operator
Clerk Typist
Collection Clerk
Court Clerk
Court Reporter
File Clerk
General Clerk, Office
Key Data Entry Operator
Library Assistant
Mail Clerk
Payroll Clerk
Personnel Clerk
Post Office Clerk
Production Clerk Receptionist
Secretary
Sewing Machine Operator
Statistical Clerk
Stenographer
Telephone Operator
Word Processor Operator

## Values and Interests That Influence Career Choice

Name ________________________________________

Directions: Indicate the general importance you place on each item by choosing the corresponding number. 1 = Unimportant, 2 = Of some importance, 3 = Very important, 4 = Can't say.

1. Job offers high earnings ____________________ 1 2 3 4
2. Job will permit much leisure time. ____________________ 1 2 3 4
3. Job offers prestige (fame, recognition, respect). __________ 1 2 3 4
4. Job offers chance to influence the lives of others. __________ 1 2 3 4
5. Job allows me to be my own boss. ____________________ 1 2 3 4
6. Job will require little or no travel. ____________________ 1 2 3 4
7. Job allows me to follow a set routine, knowing exactly what to do at all times. ____________________ 1 2 3 4
8. Job provides a variety of tasks to do. ____________________ 1 2 3 4
9. I could do something that makes use of my abilities. ________ 1 2 3 4
10. The job could give me a feeling of accomplishment. ________ 1 2 3 4
11. The job would provide an opportunity for advancement. ____ 1 2 3 4
12. I could tell people what to do. ____________________ 1 2 3 4
13. My pay would compare well with that of other workers. ____ 1 2 3 4
14. I could try out some of my own ideas. ____________________ 1 2 3 4
15. I could do the work without feeling that it's morally wrong. _ 1 2 3 4
16. The job would provide for steady employment. __________ 1 2 3 4
17. I could do something different each day. ____________________ 1 2 3 4
18. The job would have good working conditions. __________ 1 2 3 4

Look at the statements you circled for number 3. What do they have in common? What jobs could you do that would allow you to keep those values and interest most important to you?

Source: Colorado Core Curriculum, Life Management, Colorado State University, 1992

## What Kind of Job is Best for You?

Name ______________________________

Directions:"Doctor, lawyer, merchant, chief?" Fortunately, we are not all suited to do the same thing. It would be a worry if everyone wanted to be farmers or a truck driver or a dentist. This quiz will give you some hints about yourself and the kinds of jobs for which you have the greatest aptitudes. Answer yes or not on the line which precedes each question. Then turn to the next page to find out where your greatest talents lie. In addition, answer the questions after the explanations.

_____ 1. When you read a murder mystery, do you often know who the criminal is before the author tells you?
_____ 2. Would you rather attend a concert than a rock and roll session?
_____ 3. Has it always been easy for you to spell correctly?
_____ 4. Are you bothered if a picture on the wall is crooked?
_____ 5. Do you prefer nonfiction to a novel?
_____ 6. Do you usually remember facts you have read or heard?
_____ 7. Would you say you tend to do one thing very well rather than a number of things fairly well?
_____ 8. Do you enjoy chess or bridge?
_____ 9. Do you conscientiously keep some sort of budget book?
_____ 10. Do you enjoy learning what makes things, such as a clock, switches or motors work?
_____ 11. Do you adapt to change easily and maintain flexible routines?
_____ 12. In your leisure time, do you prefer to participate in a sport rather than read a book?
_____ 13. Are arithmetic and science difficult for you?
_____ 14. Do you enjoy being with people who are younger thank you are?
_____ 15. Can you list five people who you think of as close friends?
_____ 16. Do you enjoy parties?
_____ 17. Do you dislike small detail work?
_____ 18. Do you read rapidly?
_____ 19. Do you think the old saying, "Don't put all your eggs in one basket" is good advice?
_____ 20. Do you enjoy new people, places and things?

Source: Rate your Own Personality by Harrison J Benson. (1979) Hart Association.

## ANSWER KEY

### "What Kind of Job is Best For You?"

There are no wrong or right answers to this quiz. Your answers merely show how you think.

1. Circle all your Yes answers.
2. Count the number of Yes answers for the first 10 questions.
3. Count the number of Yes answers for the last 10 questions.
4. Compare the two numbers.

If the majority of your Yes answers are for the first 10 questions rather than the second 10 you are an intellectual person who will do well with meticulous jobs requiring patience, care and research. (Doctor, lawyer, scientist, mechanic, repair person, technician, editor, philosopher, engineer or skilled worker.

If the majority of your Yes answers are for the last 10 questions rather than for the first 10, you are a social person whose greatest strength will be in jobs dealing with people. You will have the ideas, but prefer to have someone carry them out for you. (Personnel director, consultant, receptionist, sports director, cab driver, server, actor, sales person or advertising executive.)

If your Yes answers are fairly evenly divided, you will do well with jobs that require detail work coupled with good human relationships. (Nurse, teacher, farmer, secretary, business executive, artist, lecturer, librarian or politician.

Answer the following questions dealing with your findings:

1. What did you find out about yourself/ Do you agree or disagree? Why?

2. How do you feel about the job area this assignment found best for you? Do you feel it describers you? Why or why not? What other job/career can you see yourself doing?

## PART 3

### JOB REQUIREMENTS/CONDITIONS

**FOCUS:** After identifying aptitudes, abilities, interests and personality traits it's important to look at characteristics of specific jobs. Educational level, physical and environmental considerations as well as earnings, hours and future outlook of a particular area or specific career will aide in making a choice. (See Teacher Information "Job Requirements/Conditions"

### SUGGESTED LEARNING ACTIVITIES:

### ACTIVITIES

1. Use Teacher Information, "Job Requirements / Conditions." Have students research three jobs that appeal to them. One that requires only a high school diploma. One that requires vocational training two years or less and one that requires a bachelor degree or four years or more college. For each job list:

   Job title and description of duties

   Required Education/training and sites where that training is given

   Starting Salary

   Employment Outlook

   **For information:**
   - Visit your schools counseling/career center.
   - Go to the public library, look in the career section or go to the 300 section, look under numbers 317.425, 331.128, and 331.7.
   - Use the Occupational Outlook Handbook published by the US Department of Labor, updated every 2 years, found in the reference section of the library.
   - Also available is the Dictionary of Occupational Titles by the US Department of Labor and The Encyclopedia of Careers and Vocational Guidance Volume II: Careers and Occupations, edited by William E. Hopke

2. Invite a school counselor or guest speaker in to talk about jobs, training/education and future outlook. Use Transparency Master, "Fastest Growing Occupations"

3. Interview 4 different people who have jobs you think you'd like. As them about hours, working conditions, job satisfaction, personal growth and future outlooks. Share what you find with the class.

4. Find a business you like and make arrangements to job shadow for a day. Observe working conditions and activities. Interview some of the people at the business. Research the specific job you like. Find out the educational requirements, salary scale, and future outlook.

5. Do a self appraisal. Use Teacher Information and Transparency Master "Getting a Job the Right Way."

# "Job Requirements/Conditions"

## Educational Level

How much education do you presently have? What will you need to qualify for the specific career that interests you? Do you have a desire to get that much education or are you under estimating what you can do or will need to do to get the job you want? Many careers have various entry levels. Perhaps identifying such careers and exploring the possibilities will help you identify the level most suited for you.

Education doesn't always mean a college degree. There are several educational options. Sometimes technical training with specialized training and then working as an apprentice will be what you need for your career. Learning on the job is common for electrician's carpenter's plumber's or refrigeration specialist's helper. Eventually you can take an exam and earn certification in one of these specialties.

Earn an applied technical degree in construction, restaurant management and other career fields. Some have entrepreneurial schools. Take an adult education course to help you with accounting, medical terminology, computer language etc. Enlist in the military and train in an area of your interest.

According to the U.S. Bureau of Labor Statistics, eight of 10 occupations expected to grow the most between 1990 and 2005 generally require a high school education or less. For example the Bureau projects that the United States will need an additional 2.6 million retail sales people, cashiers, custodians and waiter/waitresses as compared with only 1.2 million more lawyers, doctors, engineers, writers, artists or entertainers. However, during the 1980's a wide gap opened between the earning power of college graduates and those with high school diplomas. During the 1970's, as university-educated baby boomers entered the job market, there was a glut of college graduated, many of them competing with the less skilled for entry-level jobs. By 1979, the median annual salary for a working male with a high school diploma was $23,939, compared with $26, 598 for a college graduate making higher education look unprofitable. However with the changes in competition particularly from abroad the gap between college graduates' earnings and those with a high school education or less widened to 55 percent in 1989.

## Physical Demands, Type of Work, Worksite

Some jobs never require you to lift anything over 10 pounds while others may require lifting 50 to 100 pounds on a regular basis. Some jobs require sitting long hours and at some others you may never get the chance to sit. Do you want to be inside all the time, or outside, or a combination of both? Do you mind getting dirty or being out in the weather? Looking at the requirements of a specific job and knowing your personal traits will help you make a good choice.

## Hours/Earnings

All of us work because we want to earn money, however sometimes doing something fulfilling or something you enjoy may be as important to you as earning money. Most jobs require you to start at a lower wage and work up? What are the possibilities? Will you be able to adequately provide for yourself and others you may be responsible for? How will the hours you work effect your personal life style? Do you require a regular schedule or will being on call be okay for you and your life style?

## Future Outlook

Several reliable sources predict how many jobs there will be in the future. Spending time qualifying for a job that will not exist in 5 years or has to many applicants already will not be in your best interest. In addition looking at a future within a job or job promotion is also important. (For additional information see transparency "Fastest Growing Occupations Requiring Some Post-secondary or Extensive Employer Training," transparency "Fastest Growing Occupations Requiring a High School Education or Less"

Source: "Can I get a Job if I Don't have a College Degree?" Under 25, Summer 1992, pp 18-19.

## Fastest Growing Occupations Requiring Some Post Secondary or Extensive Employer Training:

| | |
|---|---|
| PARALEGALS | 85% |
| MEDICAL ASSISTANTS | 74% |
| RADIOLOGIC TECHNOLOGISTS/ TECHNICIANS | 70% |
| PHYSICAL AND CORRECTIVE THERAPY ASSISTANTS | 64% |
| DATA-PROCESSING EQUIPMENT REPAIRERS | 60% |
| EEG TECHNOLOGISTS | 57% |
| OCCUPATIONAL THERAPY ASSISTANTS/AIDES | 55% |
| SURGICAL TECHNOLOGISTS | 55% |
| MEDICAL RECORDS TECHNICIANS | 54% |
| NUCLEAR MEDICINE TECHNOLOGISTS | 53% |
| RESPIRATORY THERAPISTS | 52% |
| ELECTOR-MEDICAL/BIO-MEDICAL | 51% |
| LEGAL SECRETARIES | 47% |
| REGISTERED NURSE | 44% |
| LICENSED PRACTICAL NURSE | 42% |
| RESTAURANT COOKS | 42% |
| PRODUCERS, DIRECTORS, ACTORS ENTERTAINERS | 41% |
| DENTAL HYGIENISTS | 41% |
| DANCERS AND CHOREOGRAPHERS | 38% |
| DISPENSING OPTICIANS | 37% |

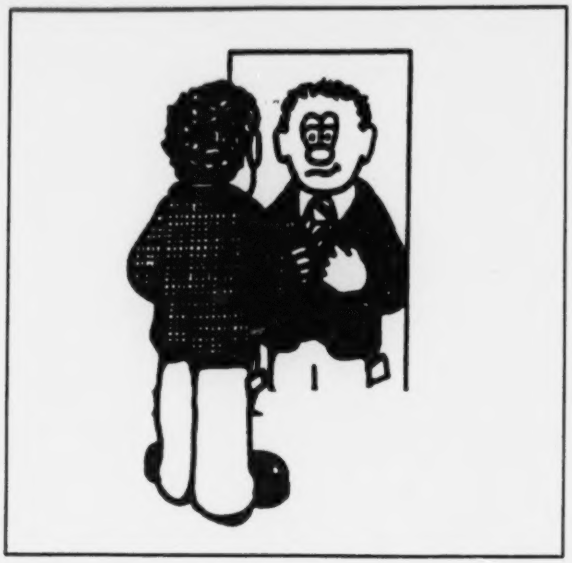
## Fastest Growing Occupations Requiring a High School Education or Less:

| | |
|---|---|
| HOME HEALTH AIDES | 92% |
| PERSONAL HOME CARE AIDES | 77% |
| HUMAN SERVICE WORKERS* | 71% |
| MEDICAL SECRETARIES | 68% |
| SUBWAY AND STREETCAR OPERATORS | 66% |
| TRAVEL AGENTS | 62% |
| CORRECTION OFFICERS | 61% |
| FLIGHT ATTENDANTS | 59% |
| CHILD CARE WORKERS | 49% |
| RECEPTIONISTS AND INFORMATION | 47% |
| NURSING AIDES, ORDERLIES, ATTENDANTS | 43% |
| PRIVATE DETECTIVES | 41% |
| GARDENERS AND GROUNDSKEEPERS | 40% |
| FORMS-COMPLETION CLERKS | 39% |
| MANICURISTS | 38% |
| ANIMAL CARETAKERS | 38% |
| TELEVISION AND MOVIE CAMERA OPERATORS | 37% |
| BREAD AND PASTRY BAKERS | 37% |
| TEACHER AIDES AND EDUCATIONAL ASSISTANTS | 34% |
| SCHOOL BUS DRIVERS | 34% |

*RESIDENTIAL COUNSELORS, SOCIAL WORK ASSISTANTS, WORKERS IN HALFWAY HOUSES, ALCOHOLIC TREATMENT CENTERS, ETC.

REPRINTED FROM OCCUPATIONAL OUTLOOK QUARTERLY, FALL 1991, U.S. DEPARTMENT OF LABOR

## GETTING A JOB THE RIGHT WAY



### SELF-APPRAISAL

The first step in getting a job is deciding exactly what your qualifications are. You need a detailed inventory of your background and experience so that you will know exactly what assets you have to offer an employer.

No matter what type of job you seek, your inventory will be a basic tool in your search. If you are marketing your skills for a professional or office position, it will contain the information you need to prepare your resume. If you are looking for work in a skilled trade or other field in which resumes are not expected, your inventory will help you decide how to present your qualifications at a job interview. It can by your source for the facts, dates, and other information you will need to give an employer.

To prepare your inventory chart, follow the outline below. Write out, on a separate sheet of paper, all the information you think might help you in your job search . Later, you can weed out the list and select the assets that are relevant to the job you seek.

1. **Work History:** List all of your jobs, including part-time, summer, and freelance work. For each job, give the name and address of your employer, your job title, the details of your duties, and dates you were employed. Then ask yourself:
What did I like about each job? Why?
What did I dislike about each job?
Why did I leave?

2. **Skills and abilities:** Ask yourself: What personal qualities do I have that make me good at certain work? Think back over your job experience, school, and volunteer activities and try to be honest with yourself. Are your strong points imagination, leadership, ability to organize, willingness to follow orders, interest in detail, or an ability to work with people? What did you learn on the job that you can use in another position?

3. **Education:** List the schools you attended and the dates, the principal courses you took, ,and the degrees you received. Also list business, vocational, military and other special courses you took, the dates, and any certificates you received. Then ask yourself:
What courses or training did I like best and why?
What courses or training did I dislike and why?
Now list your scholarships or honors and your extracurricular activities. If you are a recent graduate, your activities may be a significant part of your job qualifications. Even if they are not directly related to a job, they may help you decide what your best talents are.

4. **Interests, talents, and aptitudes:** Ask yourself:
What are my hobbies or volunteer activities?
What are my special talents or aptitudes? For example, can I fix a car? Play a musical instrument? Speak a language besides English? What do I learn most easily? How can I relate my talents and interests to a job?

5. **Does my physical condition limit me in any way?**

6. **Is it necessary for me to change my field of work?**

7. **How long can I afford to be out of work?**

8. **Career goal:** What kind of work do I want to be doing 5 or 10 years from now? What sort of job should I seek now in order to prepare for my goal?

9. **Jobs I want:** Considering all the information in your inventory, list the types of jobs you feel you are best qualified for and want. List them in order of your preference.

# "SELF APPRAISAL"

1. Work History
2. Skills and abilities
3. Education
4. Interests, talents, and aptitudes
5. Does my physical condition limit me in any way?
6. Is it necessary for me to change my field of work?
7. How long can I afford to be out of work?
8. Career goal?
9. Jobs I want

# PART 4

## GETTING A JOB AND KEEPING IT

### A. Where to Look

FOCUS: While the prospect of earning your own money is exciting, finding a job is stressful and may take considerable time, energy and money. Where do you start?

ACTIVITIES:

1. Bring in newspapers and review the want ad's or assign students to look in the newspaper and bring the information back to class on how many positions for which they could apply. Use Teacher Information "Locating Job Openings."

2. Invite a guest speaker in from Job Service.

# "Locating Job Openings"

To locate job openings try:

**Want Ads**
- can be found in newspapers, professional journals and trade magazines
- include a wide variety of job openings.
- usually specify the manner in which the employer wishes to be contacted

**Visiting businesses that have a need for your skills or interest you**

**Help Wanted** signs or posted openings, also professional journals

Job Service, run by the state, very helpful and there is no charge.
- frequently knows about job listings before they are listed anywhere else
- has local offices in all parts of the country
- operates computerized job banks with up-to-the-minute information
- offers job and career counseling; provides aptitude and proficiency testing
- mails notification of openings in your specified area of work

**U.S. office of Personnel Management** (formerly Civil Service)
- handles U.S. Government civilian jobs
- fills jobs in a variety of professional, technical, clerical, craft and other occupations.
- fills jobs on the basis of merit as determined by the results of examinations and ratings of experience and education.
- provides application forms and information on job opportunities

**Private Employment Agencies**
- usually specialize in a few specific occupations
- frequently charge applicants a fee for registration and/or job placement; some collect fees from employers.

**School or College Placement Services** or hotlines
- usually available only to students or alumni of the school

**Libraries/Career Information Systems**
- have a vast array of materials such as directories of manufacturers, yellow pages of telephone books, industrial guides, and other reference publications.
- computerized systems are available free of charge
- have information on hundreds of occupations in your area
- also may describe educational and training opportunities.

**Industrial and Craft Unions**
- are a productive source of job information for members especially for those with seniority
- deal with a limited number of occupations
- may have exclusive hiring authority for some firms

**Network of family, friends, relatives, neighbors etc.**
- perhaps the most successful source, let people know you are looking!

Source: Helpful Hints for Job Seekers, Utah Department of Employment and
Security, 174 Social Hall Avenue, P.O. Box 11249, Salt Lake City,
Utah 84147

## B. How to apply

**FOCUS:** The resume, cover letter, application and interview will determine who gets hired and who doesn't. There are simple guidelines and rules that help create success.

**ACTIVITIES:**

1. Find a job in the classified ads you would like to apply for. Write a resume and a cover letter to the firm concerning the position. If possible obtain an application and complete it. It is not possible to get an application from the firm get a generic from your teacher and fill it out. Hand in the ad, your resume, cover letter and the completed application.

   Use Teacher Information, "Application Forms," "Resumes," and "Letters of Application"

   Use Student Handout, "Resume Worksheet"

   Use Transparency Master, "Cover Letter," and "Letters Responding To A Blind Ad,"

2. Obtain copies of Job Search Guide, "How to Get the Job You Want" by Bruno Vassel III. Human Resource Services, Inc. 13 Northridge Way, Suite 300, Sandy, UT 84092 (801)572-5805 FAX:(801)571-9862 for each student to complete.

   Human Resource Services also offers a seminar available to secondary schools at no charge. For more information call the above phone number.

3. Have several faculty members and/or community members serve as interviewers for the students in your class to practice interviewing. Instruct students to select one of the faculty members or members of your community that have been identified as interviewers. Make an appointment, fill out an application and go for an interview. Ask the interviewer to give the student a critique to help him/her prepare for the real thing. This critique could also be part of the students grade.

   See teacher information "The Job Interview and Follow-Up,"

4. Have students complete the "Job Interview - STAR Event" assignment specifically designed to prepare students to participate in the FHA/HERO Job Interview STAR Event.

   See Student Handout "Job Interview - STAR Event" located in the Leadership FHA-HERO unit of this curriculum guide.

5. As an alternate assignment for writing a resume, completing an application, participating in an interview have the student complete the "Design a Business STAR Event" assignment.

   See Student Handout "Design a Business - STAR Event" located in the Leadership FHA-HERO unit of this curriculum guide.

# APPLICATION FORMS

Nearly all employers require job seekers to fill out an application form. Employers review the forms and then decide which people to interview. First, find out if you can complete the form at home. This way you can use a typewriter or take the time to print all the information clearly and neatly. Your self-appraisal inventory should contain the details you need to answer the questions.

When completing job applications:

- Gather all the information you need - Social Security number, names, addresses and dates of school attendance, former employers and references, and special licenses or certificates you may need.
- Read the form carefully all the way through before you begin to fill it out. Then you'll know what information goes where without having to guess, or erase.
- Don't be careless. Take your time.
- Be accurate and complete. If you need to leave a blank, write "NA" (not applicable) so the employer will know you read the question.
- Don't leave gaps in your employment record. Account for all periods of time.
- Give yourself credit for part-time, summer, and volunteer work you have done, especially if you have no full-time work experience.
- Under "Work History" use active verbs to briefly describe each of the tasks you have done, such as wrote, typed, operated or produced.
- Clearly explain the tools or equipment you have used.
- When stating reasons for leaving a previous job, keep it positive. Never downgrade former employers or co-workers.
- If a desired salary is listed, simply write "open" unless you know exactly what salary is offered.
- List three persons (not relatives) as references who can speak about your abilities. Include their positions, address and telephone number.

Source: Helpful Hints for Job Seekers, Utah Department of Employment and Security, 174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147

# RESUMES

Your job search should be an organized venture, beginning with a well-written resume. Hiring officials usually expect a type-written resume from applicants seeking a professional, technical, administrative, or managerial position. Resumes are also used by experienced workers in the sales and clerical fields. However, a resume, or the more informal Personal Data Sheet, can be useful by all job seekers. An effective resume can get your foot in the door and provide the opportunity for an interview.

To hold the attention of a busy employer, a resume should be neat and brief. Highlight job experience and education related to the job opening. Use a concise, narrative style with appropriate action verbs to describe the things you have done. Avoid personal pronouns, especially the work "I."

## LETTERS OF APPLICATION

A letter of application is a good way to ask for a job interview. Your primary objective is to interest the employer in hiring you. A cover letter should always be enclosed when you mail out a resume. This letter can also be used to answer want ads. The following guidelines may help you write a letter of application.

- Address your letter to a specific person, by name, whenever possible.
- The first three or four sentences are the most important; they should attract the reader's attention by relating your skills to the needs of the firm.
- Convey your interest and general qualifications in terms of the contribution you can make to the employer. That is, relate the work you do to the employer's work.
- Keep it short; you need not cover the same ground as your resume. Your letter should sum up what you have to offer the firm and act as an introduction to your resume.
- Be clear, brief, and businesslike.
- Your letter should reflect your individuality, but not at the expense of appearing "cute," familiar, aggressive, pushy, or humorous. You are writing to a stranger about a serious subject.
- If you enclose a resume, be sure to mention it in the cover letter.
- Type neatly on a good grade of letter-sized white bond paper.
- Use care in sentence structure, spelling, and punctuation. Ask someone else to proofread your resume and check for errors before you send it.

Source: Helpful Hints for Job Seekers, Utah Department of Employment and Security, 174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147

# Resume Worksheet

## PERSONAL DATA

EMPLOYMENT OBJECTIVE

EDUCATION

WORK HISTORY

to present

date

MISCELLANEOUS

REFERENCES

# SAMPLE COVER LETTER

## Letter of Application

7439 East Madison Avenue
Rochester, New York 20003
April 20, 1990

Mrs. Margaret Church, President
Barr Manufacturing Company
583 East Monroe
Salt Lake City, Utah 84114

Dear Mrs. Church:

Recently, I had the pleasure of attending a meeting conducted by Dr. Reynolds, Barr's Western Regional Director, in which he mentioned the expansion of your firm's operations in Utah and your plans to create a new Instrumentation Section. Because of my interest in the field of measurements, I would be very interested in being considered for any openings for a Mechanical Engineer.

Since completing a B.S. in Mechanical Engineering with specialization in measurements, I have had progressively more responsible and diverse experience in the measurements field. Much of this experience has been with manufacturing firms similar to your own.

My resume is attached for your consideration. If, after reviewing my background, you feel that a personal interview is in order, I can be available at your convenience.

Sincerely,

Robert White

Source: Helpful Hints for Job Seekers, Utah Department of Employment and Security, 174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147

# LETTER RESPONDING TO A BLIND AD

*732 East Manson Avenue*
*Boulder, Colorado*
*April 15, 1990*

*Box Number 38-B*
*Salt Lake Tribune*
*Salt Lake City, Utah 84115*

*Dear Sir:*

*This letter is in response to your advertisement in the April 3, 1990, edition of the Salt Lake Tribune for the position of sales manager. My resume is attached for your consideration. I will be available for a personal interview at your convenience.*

*Thank you for your consideration. I am looking forward to your reply.*

*Sincerely,*

*William Abbott*

Source: Helpful Hints for Job Seekers, Utah Department of Employment and Security, 174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147

# THE JOB INTERVIEW AND FOLLOW-UP

The employment interview is the most important part of a job search. During the interview the employer judges your qualifications, appearance and general fitness for the job. Every seasoned job seeker has had the experience of going to an interview with trembling knees, quaking heart, chattering teeth, and an uncooperative tongue.

Keep in mind that most employers have also gone through the job interview process many times to get to the positions they are now occupying. Is there an antidote for the "employment interview jitters?" Sure! It's called SELF-CONFIDENCE! Advance preparation can enable you to conduct a more successful interview.

Assemble all the papers you need to take with you. The principal one is your resume - unless you have submitted it before the interview. If you have not prepared a resume, take your school records, Social Security card, and work records. (Prepare your own list if you have no formal records.) You may also need any licenses, union card, or military records you have. If your work is the sort that you can show at an interview, you may want to take a few samples (such as art or design work or published writing.)

Self-confidence, that is faith in oneself and in one's powers and abilities, is essential for the successful accomplishments of any goal. If other words, you are at least 75 percent closer to your goal if you believe you will be successful in reaching it. The reason for this is that self-confidence fuels your determination to reach your goal, which in turn makes you work harder to get what you want.

Follow these tips when preparing for your interview:

- Learn all you can about the company - its product or service, standing in the industry, kinds of jobs available, and hiring policies.
- Know what you have to offer - what education and training you have had, what work you have done, and what you can do.
- Be prepared to furnish the names and addresses of three persons (not relatives) who are familiar with your work and character. If you are a recent graduate, you can list your teachers.
- Learn the area salary scale for the type of job you are seeking.
- Never take anyone with you to the interview.
- Allow as much uninterrupted time for the interview as it may require. (For example, do not park your car in a limited time space.)
- Dress conservatively. Avoid either too formal or too causal attire.

## YOU AND THE INTERVIEW

When the time for the interview arrives, greet the employer with a smile and a firm handshake. After the employer is seated, sit down with your shoulders squared and your hands at rest in your lap. Be pleasant and friendly, but businesslike.

- Let the employer control the interview. Your answers should be frank and brief but complete, without rambling. Avoid dogmatic statements.
- Stress your qualifications without exaggeration. The employer's questions or statements will indicate the type of person wanted. Use these clues in presenting your qualifications.
- If you have not sent your resume in advance, present it or your work records, references, personal data, work samples, or other materials to support your statements when the employer requests them.
- In discussing your previous jobs and work situations, avoid criticizing former employers or fellow workers.
- Don't discuss your personal, domestic, or financial problems unless you are specifically asked about them.
- Don't be in a hurry to ask questions unless the employer invites them. Don't be afraid to ask what you need to know. If the employer offers you a job, be sure you understand exactly what your duties will be. You should also find out what opportunities for advancement will be open to you.
- Be prepared to state the salary you want, but not until he employer has introduced the subject. Be realistic in discussing salary.

- If the employer does not definitely offer you a job or indicate when you will hear about it, ask when you may call to learn the decision.
- If the employer asks you to call or return for another interview, make a written note of the time, date, and place.
- Thank the employer for the interview. If the firm cannot use you, ask about other employers who may need a person with your qualifications.

Know why you want to work for the firm. "Why should I hire you?" is a frequently asked question at job interviews, so don't panic when you hear it. This is your opportunity to relate your skills and abilities to what the employer has described. once again, being ready for this question will give you more self-confidence during the interview.

If you still feel unsure of yourself, have a friend ask you questions in a mock interview situation until you feel comfortable and confident. Keep in mind that the purpose of the employment interview is two-fold: to give the employer a chance to see how you handle yourself, and to provide you with the opportunity to become more informed about the firm conducting the interview and the job for which you are applying.

## AFTER THE INTERVIEW

After the interview is over and you have heaved a sigh of relief, a review of the questions and your answers should be the next order of business.

- How did the interview go?
- Did you talk too much or too little?
- Did you present your qualifications well?
- Did you overlook any qualifications that were relevant to the job?
- What points did you make that seemed to interest the employer?
- Did you interview the employer rather than permitting him or her to interview you?
- How can you improve your next interview?

Following the interview, you may wish to send a follow-up letter reaffirming your interest in the firm and thanking the employer for the opportunity to interview for a job.

Source: Helpful Hints for Job Seekers, Utah Department of Employment and Security, 174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147

## C. Keeping Your Job and Common Mistakes to Avoid

**FOCUS:** Perhaps the most stressful part is over when you finally get that phone call you've waited for announcing that you're hired, but that's just the beginning. Pleasing your boss and getting along with fellow co-workers will offer day to day challenges.

See teacher information "Keeping Your Job," and "Common Mistakes to Avoid"

**ACTIVITIES:**

1. Role play being on time, getting along, lending a hand and quitting your job.
2. Make visual for the common mistakes or have students act each one out and discuss.
3. At the completion of this unit, have students select a job and their employment circumstances. (See Teaching Aid "Job Assignments," and "Job Summaries/ Salaries".) Have students plan a budget etc.to see the impact career has on living or use these assignments throughout the remainder of the course for time management, budgeting, meals management, clothing, transportation, housing etc.

# KEEPING YOUR JOB

Your first job is a new experience. You aren't exactly sure what's expected of you or how to act. But everyone starts somewhere. Every worker has experienced the trembling knees of the first day.

It takes time to learn the ropes, but you can speed up the process by learning in advance what employers are likely to expect from you, and what you can expect from them. The key word is cooperation. The best way to help yourself is to help the employer get the job done.

Many new workers find themselves in an adversary position—"me against them." This only makes life miserable for everyone. Instead, think of yourself as part of a team. Keep a positive attitude and recognize the benefit and value of your work.

## TIME FOR WORK

It is very important that you arrive at work on time and return from lunch promptly. Even though your boss may not say anything to you the first few times you are late, it is a sure bet that your tardiness has been noticed and will have an effect on how your work is evaluated.

Staying up late the night before is not a good excuse for being late, or for doing a poor day's work. Get a good night's sleep so you can get to work on time and put in a good day's work.

## GET ALONG

There will probably be times when your job requires you to work with a person you do not like. Even though you are not expected to like everybody, you must learn to get along. Remember, the person you may not like has a job and bills to pay just like you. You are both there to get the work done.

Do your best to get along with all the people you work with. It will make your job easier. If you feel you cannot possibly "keep your cool" working with a certain person, talk it over with your supervisor. Arguing and fighting are sure ways to lose your job.

## LEND A HAND

Don't be afraid to make suggestions that could improve morale, increase production, or otherwise help your employer. Think about your idea carefully and then discuss it with your boss. It may be put into effect immediately or your boss may discuss it with other first.

If your idea isn't used immediately, don't be discouraged. It may take a while for the executives in your company to discuss it completely. Or, they may find it more useful to combine your idea with several others. In either case, you've gotten involved in the management of your company by showing that you're trying to improve its operation.

## IF YOU LEAVE

If you find it necessary to quit your job, give your supervisor enough notice to hire a replacement. Usually, two week's notice is enough.

Never walk off the job! All companies and government agencies keep personnel files on their employees. Make sure yours doesn't end with "quit without notice." This information may stay in their file for several years and be available to other employers who wish to check on your work habits. Don't leave a bad record.

Remember your employer has a lot invested in you and want you to succeed. He/she is concerned with your attitude and actions on the job. It is your responsibility and to your advantage to produce high quality work and develop your skills in order to advance your career. The key is to consider yourself part of a team.

## CLIMBING THE CAREER LADDER

Most workers start their career in entry-level positions. This provides the opportunity to gain work experience, become acquainted with the firm, and develop some personal employment goals. What do you want to be doing in five years? Will you need additional education or vocational training? Develop a plan of action. Your plan should be realistic, flexible, and subject to change when it becomes necessary.

It is much easier to talk to an employer if you have developed some short and long-term goals based on your training and talents. Barriers to reaching your goals should be determined, so you can take steps to overcome or minimize them. Moving up the career ladder will be easier if you plan carefully and take the time to gain some solid work experience.

Source: Helpful Hints for Job Seekers, Utah Department of Employment and Security, 174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147

## COMMONLY MADE ERRORS

### THE OSTRICH

One of the most commonly made errors is taking too long to realize that you should be scouting around for a new job. Some people are totally unaware that the ax is about to fall and they may lose their jobs. They don't know what their boss and co-workers think of their work performance and their ability to get along with others. Economic factors may be signalling an impending layoff.

In this situation, it is wise to decide if a change of job is needed and to begin making preparations. You should not, of course, quit a job until you have another one lined up. It is easier to find a new job while you are still employed.

### THE PANIC BUTTON

Some people become unglued at the loss of a job and begin making frantic telephone calls and writing letter haphazardly. Their only thought is to get a job, any job, fast.

This is the time to be calm, cool and collected. Almost everyone has lost a job or performed poorly at some time in their working life. If you find yourself facing this situation, have a heart-to-heart talk with yourself. Perhaps you should consider a different line of work, a refresher course, or additional education. Before beginning a new job search, determine what skills you have to offer an employer. Where is the strongest need for people with your background? Which employers look most promising? Develop a list of possibilities and then decide how to make your first contact. Plan a systematic job search campaign.

Rejections are part of job hunting and can be discouraging and at times embarrassing. Many people find their self-confidence slipping away. When discussing their abilities in a job interview, conviction fades from their voices. They may begin applying for positions for which they are obviously over-qualified. From the employer's point of view, something must be wrong with a person willing to accept a job far beneath his or her skill level.

Keep in mind that when you are unemployed, you are not any less able than you were when you were working. Hold onto your self-confidence; it is a valuable and necessary ingredient for a successful job search.

### PAYCHECK PRESSURE

Being unemployed is a serious strain on the pocketbook. There is a tendency for impoverished job seekers to become so eager for a paycheck that they judge a position by the money it pays, without regard to other factors. In fact, that may be the very reason why they are looking for work now - perhaps they grabbed their last job too soon.

Before accepting a position, be sure it suits you, that is will last, that there are good opportunities for advancement, and that you will have a chance to make ample use of your abilities. Try to determine if the company's outlook and general working conditions are satisfactory. Many attractive starting salaries conceal poor pay and promotion policies.

### THE LONE RANGER

Even the Lone Ranger had a friend to turn to in times of trouble. Friends, relatives, teachers, business acquaintances, and even former co-workers are all potential sources of information for the job seeker. Contacts do not have to be in management positions. "A friend of a friend" in an organization that might hire you can obtain routine information that would normally be difficult to discover and could be very helpful to you as a job seeker.

In seeking the help of others, try to be specific about the kind of job for which you are looking. "Let me know if you hear of something" is too vague and rarely produces results. Ask instead for names of companies and agencies, people to contact, and other suggestions and leads.

### IGNORANCE IS NOT BLISS

If you were an employer, would you be impressed with a job applicant who knew nothing about your company or the job opening? Obviously, you can improve your chances for employment by learning all you can about the firm and the job for which you are applying. What skills does the job require? How large is the firm? What products does it make or sell? What services does it deliver? This information can be obtained from manufacturing or business directories, receptionists, telephone books, public relations offices, or from company publications.

### THE PAPER TIGER

The first impression a potential employer receives of your job performance potential is frequently based on the appearance and content of an application form, resume, or cover letter. Sloppy, slipshod paperwork tends to suggest a sloppy, slipshod worker who will have sloppy, slipshod work habits. Most employers are not looking for that kind of worker.

Another error commonly made by over-eager applicants is to make the resume too long. Nothing is going to turn off an employer faster than having to read a fourteen page resume. The resume is intended to be a summary of the high points in your education, experience, and background, not your life history. It should be one or two pages in length and should emphasize your experience and education related to the type of position you are seeking.

### NOT SO NEAT NICOLE

Getting a job is something like borrowing money. The less urgently you appear to need it, the more willing people seem to be to give it to you. You don't want to appear desperate. Never say, "I will be glad to take anything." Pay special attention to your personal appearance. Hair should be neatly combed and cut, and your clothes clean, fresh and moderate in style. A flashy, overdressed appearance can be almost as harmful as a seedy appearance. Clean fingernails, shiny shoes and a fresh shave or a little makeup can do much to enhance your image, and thereby improve your chances of getting a good job.

### TANGLE TONGUE TOM

Many job seekers are tripped-up by the employment interview. They cannot seem to get to the point and speak clearly and concisely. They are unable to discuss the type of job they are seeking and to describe their related experience. Some reel off endless trivia about jobs held years ago, while others grope inarticulately for words.

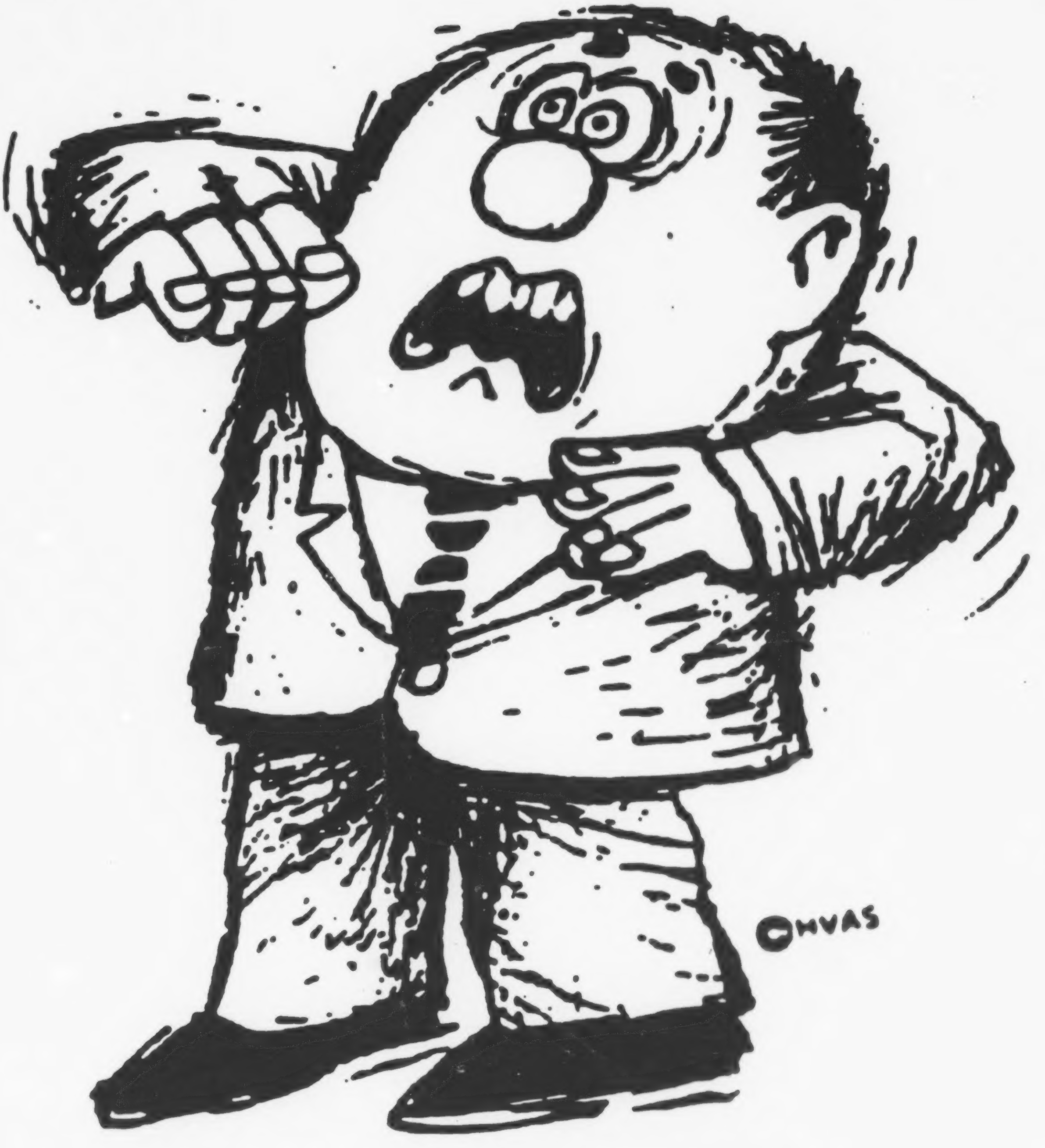
For best results, do not go to an interview unprepared. Be prepared to give explicit answers to direct questions. What sort of job are you looking for? Why did you leave your last job? What experience do you have? Plan short, factual answers for these and similar questions.

**THE ARMCHAIR STRATEGIST**

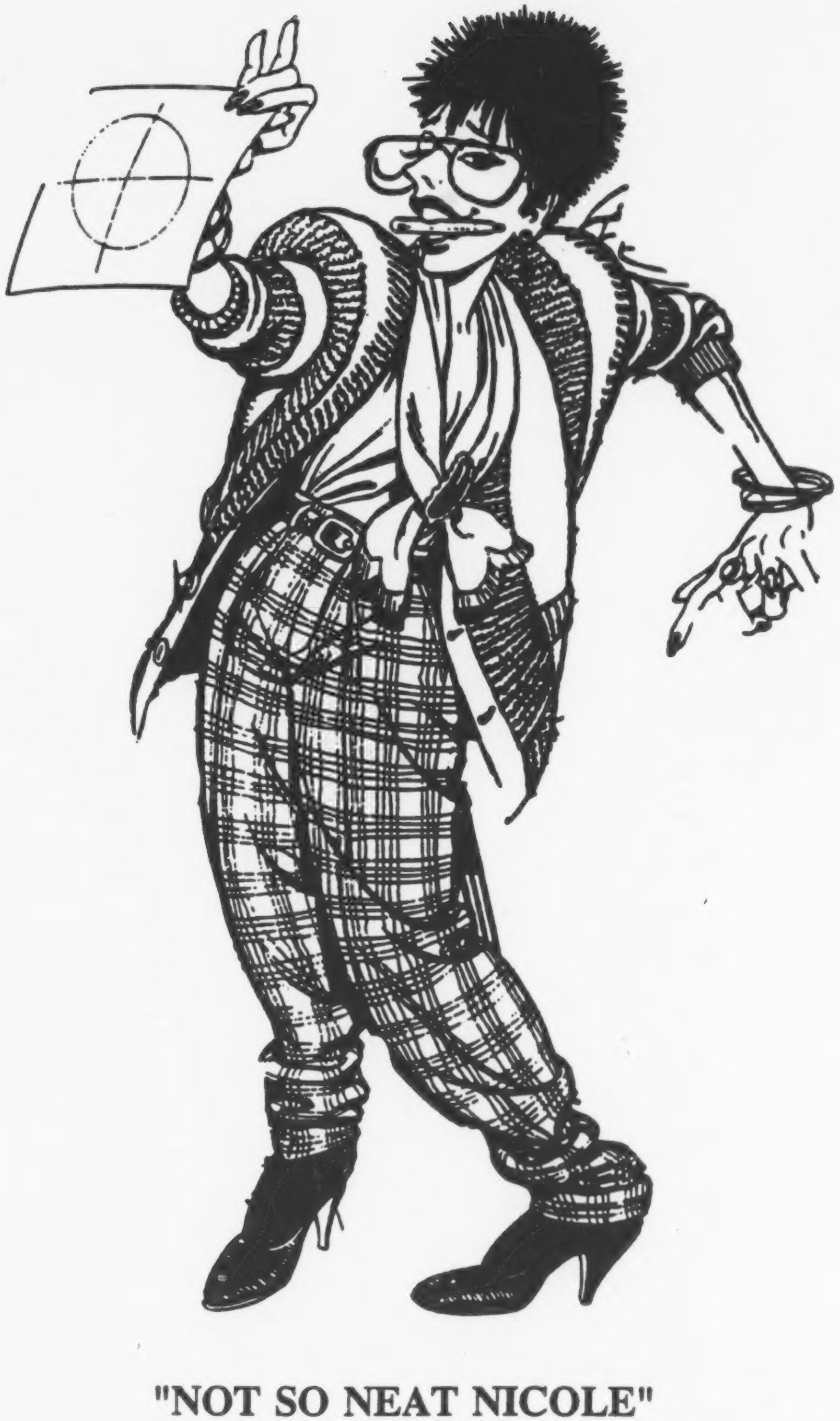
You can plan your job search campaign from the security of an armchair, but it's pretty difficult to locate a job without doing some leg work. Although the telephone and the mail are useful job search tools, also plan to visit prospective employers yourself. Check out the newspaper ads. Stop by the local Job Service office. Try to schedule a few interviews every day. Do not sit back and wait for calls from those who say they will "be in touch with you if something comes up." By actively looking for work, you are increasing the likelihood of finding a job.

Source: Helpful Hints for Job Seekers, Utah Department of Employment and Security,
174 Social Hall Avenue, P.O. Box 11249, Salt Lake City, Utah 84147

"THE OSTRICH"



"THE PANIC BUTTON"



"NOT SO NEAT NICOLE"

## JOB ASSIGNMENTS

Cut apart and have students randomly select one.

GOING TO COLLEGE AND WORKING PART-TIME

WORKING FULL-TIME AND GOING TO NIGHT SCHOOL

WORKING FULL-TIME

WORKING FULL-TIME

WORKING FULL-TIME

GOING TO COLLEGE AND WORKING PART-TIME

GOING TO NIGHT SCHOOL AND WORKING FULL-TIME

WORKING FULL-TIME

WORKING FULL-TIME

WORKING FULL-TIME

## Life Management Budgeting Assignment

You will be given an assigned job to work with. You need to use this to plan a budget, realistically, to live on your own. You need to budget an apartment in the local area, including deposit, lights, gas, telephone, food (21 meals a week for 4 weeks), transportation (bus fare, car payments, gas, insurance), savings, entertainment/recreation. You need to be realistic and stay within your budget.

Name__________________ Job_________________ Salary____________

Full-time________ Part-time________

Total income ____________

Less 12% Fed taxes ________

Less 7.5% _______________

Less 2.5% State taxes _______

Net Income _____________

Apartment ___________ Deposit ______

Address _____________ Rent _______

Gas ___________________

Lights __________________

Phone __________________

Savings _________________

Medical _________________

Recreation _______________

Food ___________________

Transportation (type) ______

Gasoline ________________

Car maintenance __________

Insurance, car ____________

Insurance, apt. ___________

Insurance, medical ________

Miscellaneous ____________

Total expenses ___________

Income left over __________

## JOB SUMMARIES AND SALARIES

Use these descriptions as a springboard for describing jobs, salaries, and wages in the local area. This information needs to be updated periodically.

Secretary: Schedules appointments, gives information to callers, takes dictation, and performs other clerical duties. Reads and sorts incoming mail. Types letters. Files correspondence and other records. Schedules employer's appointments and handles visitors. Answers telephone. May need word processing skills. Salary: $11,000

Carpenter: Builds and repairs structures and fixtures of wood, plywood and wallboard to conform to building codes. Studies blueprints and prepares layout. Cuts, shapes and assembles materials using handtools and power tools. Verifies trueness of structure with level. Puts up framework for structures and builds stairs and walls. Installs prefabricated window frames, doors and trim. Salary: $15,000

Child Day Care Worker: Organizes and leads activities of pre-kindergarten children in nursery schools or in playrooms. Organizes and participates in games, reads to children, teaches paining, crafts, music, and similar activities. Directs children in eating, resting, and toileting. Maintains discipline. Serves meals and refreshments to children and regulates rest periods. Salary: $9,500

Cashier-Checker: Operates cash register to itemize and total customer's purchases in self-service grocery or department store. Reviews price sheets for changes and sale items. Records prices, store information, tax and purchase total on cash register. Receives payment from customer and makes change. Stocks shelves and marks prices on containers.
Salary: $7,000

Fast Foods Worker: Requests customer order and depresses keys of multi-counting machine to simultaneously record order and compute bill. Selects items from serving or storage areas and assembles items on serving tray or in takeout bag. Serves cold drinks using drink-dispensing machine, or frozen milk or desserts using milkshake or frozen custard machine. Makes and serves hot beverages using automatic water heater or coffeemaker. Receives payment. Cooks or apportions french fries and performs other minor duties to prepare food.
Salary: $6,700

Janitor: Keeps hotel, office building, apartment house or similar building in clean and orderly condition and tends furnace, air conditioner and boiler to provide heat, cool air and hot water for tenants. Performs minor and routine painting, plumbing, electrical wiring and other maintenance activities. Notifies management if major repairs are needed. Mows lawn, trims shrubbery and cultivates flowers. Salary: $8,000

Waiter/Waitress, Informal: Serves food to patrons at counters and tables in coffeeshops, lunchrooms, and other places where food service is informal. Gives menu to diner. Suggests dishes and answers questions about food and service. Takes order and gives it to kitchen. Serves food from kitchen and service bars. Brings additional items as requested by diners. Totals bill. Accepts payment or refers diner to cashier.
Salary: $6,000

Life Management:
Moving Out!

# Unit Four

*In this unit students will:*

- *Identify available resources,*
- *Discuss management of resources,*
- *Analyze stress as a drain of personal resources, and*
- *Question present use of resources—what works and what doesn't.*

## Resources

# Unit Four

Suggested time for unit: 5-50 minute class periods

**LIFE ESSENTIAL:** **Resources**

**SUB-PROBLEM 4:** How will my use of resources affect choices I make when I live on my own?

**VALUE ASSUMPTION:** Effective use of resources helps satisfy needs.

**OBJECTIVE:** Analyze personal resources.

**LESSONS:**

A. Identify available resources.
B. Discuss management of resources.
C. Analyze stress as a drain of personal resources.
D. Question present use of resources--what works and what doesn't?
E. Test bank

Table 4-1

## RESOURCE LIST

### Unit 4: Resources

| Lesson | Student Handouts | Other Teaching Materials | Teacher Information |
|---|---|---|---|
| A: | "Resources"<br>"My Resources" | | |
| B: | "Managing Resources"<br>"Balancing Demands"<br>"Habits? Procrastination" quiz<br>"Taking Control" | Display several kinds of one item (jeans, shampoo, cereal)<br>Copies of a Calendar<br>Worksheets in Ch. 1 Life Management text (Prentice-Hall, Inc.) | Mackenzie's Time Trap<br>Time Management<br>Study Time Do's and Don'ts |
| C: | "Warning Signs of Stress:<br>"Adolescent Life-Change Event Scale" | | How to cope with stress |
| D: | "Evaluating Resources" | Pile of books<br>Find a tape of ocean sounds or other relaxing sounds. | |
| E: | | Test bank | |

# LESSON A

## Identifying Resources

**FOCUS:** Resources are assets we have to help us achieve what we want. An awareness of our resources and how we use them can determine whether they will be renewed or used up. Even our bodies need renewal--rest and food--in order to have the energy to do things. When teens begin to live on their own, they need to evaluate and manage their own resources.

**ACTIVITIES:**

1. Stress the difference between **resources** and **consumer**. "Re" means: again or renew. Resources refer to sources that have the possibility of being recovered or renewed. "Consume" means: destroy or expend by use; use up. A "consumer" is a person or thing that consumes. Use Student Handout, "Re: Sources."
2. Illustrate the difference between "resource" and "consumer" with an apple. We can count the seeds in an apple, but we are not able to count the apples in a seed. People consume apples, seeds are resources.
3. Have students list and categorize their personal resources, both human and material. They should decide which resources are abundant, scarce; their own, shared; and which ones they have or need to develop. Use Student Handout, "My Resources."
4. With the class, discuss: How will my resources affect choices I make when I live on my own?

   [Students should realize that choices are limited by what resources are available. When they live independently, they will have to practice assessing what they have and what they can do with what they have. Many of their resources (energy, money, food, etc.) need constant renewing. People can't spend resources carelessly for a very long time before they feel the consequences. For example, a person may want to eat out rather than cook, but eating out can be expensive or lack many nutrients. The choice of eating out or eating in is limited to some extent by money available. Energy and skill are other resources to consider. When people begin to live independently they have to learn to be responsible for the way they use their resources. Successful independent living requires wise assessment of what is available and how best to use resources to achieve personal goals. Student's personal use of resources must also account for best interests of others involved.]

## CORE ISSUE 4

*How will my resources affect choices I make when I live on my own?*

# "Re: Sources"

Resources are assets we have to help us achieve what we want. The prefix "re" means again or anew. Resources, then refer to those sources that have the possibility of being recovered or renewed, according to Webster. What are other words with the prefix "re" with similar meanings?

RE____________ (to make new or strong again)
RE____________ (usable again)
RE____________ (bring back to original state)
RE____________ (to fill or restore to capacity)
RE____________
RE____________

In contrast, a term used for our society today is "consumer". What does the word consumer mean?

____________________________________________

____________________________________________

____________________________________________

An awareness of our resources and how we use them can determine whether they will be renewed or used up. Even our bodies need renewal—rest and food—in order to have the energy to do things.

# "My Resources"

Imagine you are going to move out of your home and live on your own next month. Categorize your resources as either human or material. You need to be able to recognize that some resources are abundant, others scarce. Some are our own and some have to be shared. Some are inherited, and still others have to be developed. After you have listed as many as you can in each category, determine whether you resources are abundant or scarce, your own or shared, and if you already have them or have to develop them.

| Human Resources | Abundant | Scarce | My own | Shared | Have | Need |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
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| Material Resources | | | | | | |
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| | | | | | | |
| | | | | | | |

## Journal Entry #1

*What is the most important resource I can develop now?*

# LESSON B

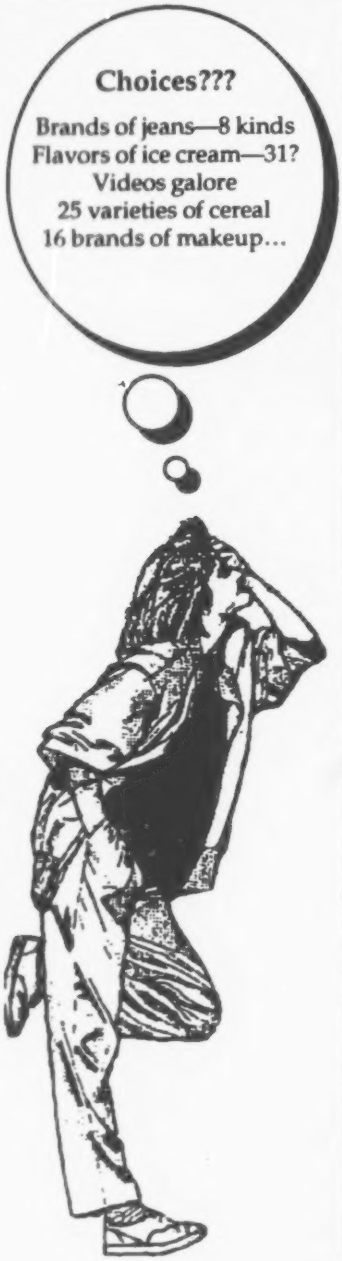
## Managing Resources

**FOCUS:** Individuals can acquire skill in managing resources. Managing resources includes balancing demands on your energy to maintain personal well-being. Experts have devised time and money management tools to aid in planning.

**ACTIVITIES:**

1. Display some item that accomplishes the same purpose but has lots of choices (brands of jeans, breakfast cereals, shampoo). Have students decide which to buy and be prepared to tell why they chose what they did. Note variety of considerations. Allow time for the students responses. Discuss how management of resources compete with one another and how using them for one decision impacts what can be done in another area. For example, if it's important to you to wear brand jeans you may have to compensate in another area. Or, compare going out to eat with eating prepared breakfast cereals, cooking inexpensive breakfast cereals or skipping breakfast all together and the impact of those decisions on other decisions.
2. Have students analyze factors that affect decisions they make about their resources. For example, how would a decision about transportation be influenced by social trends, wants, values, lifestyle, politics, technological developments, etc: Use Student Handout, "Managing Resources."
3. Help students understand the importance of balancing demands on their energy by having them write a brief newspaper article (including the headline) about a person who did or did not balance demands on personal energy to maintain well being. Use Student Handout, "Balancing Demands." Discuss how they will avoid the imbalance trap.
4. Help students evaluate how well they use time and identify typical time wasters. Have students complete the "Habits? Procrastination" quiz and then discuss "MACKENZIE'S TIME TRAP: TOP 40 TIME-WASTERS WORLD WIDE".
5. Have students keep track of how they spent their time for five days and complete Student Handout, "Taking Control."
6. Display a variety of time management tools such as a desk calendar, Franklin planner, pocket planner, etc. Identify tools for time management, tips for using them and why one might be selected over another. See Teacher Information, "Time Management," "Study Time Dos and Don'ts." (Calendars have also been included to be give to students to reproduce for their own use). Have students make a personal plan to use time more efficiently by incorporating some of the tools and management principles into their daily routine.

7. Choose a goal and use each step in the management process to achieve that goal. Use Activity and Enrichment and Activity worksheets 1 in Chapter 1, Life Management Text (Prentice-Hall, Inc.).


Choices???
Brands of jeans—8 kinds
Flavors of ice cream—31?
Videos galore
25 varieties of cereal
16 brands of makeup...

# Managing Resources

It can be overwhelming—the number of resources available and the number of choices we face. Daily choices grow in number as life in our society becomes more complex. These decisions about choices are compounded by peer pressure—what to wear, what and where to eat, with whom to associate and, in what activities to be involved. Difficulties surface when we are faced with impromptu encounters and when we have not thought through things ahead of time.

Certain factors can affect decisions we make about our resources. Consider the factors that affected and could affect the following decisions involving use of the following resources:

- social, economic trends
- wants, needs
- values, goals
- priorities
- lifestyle
- political system
- ecological influence
- technology

Decisions made by your **parents** when they were your age.

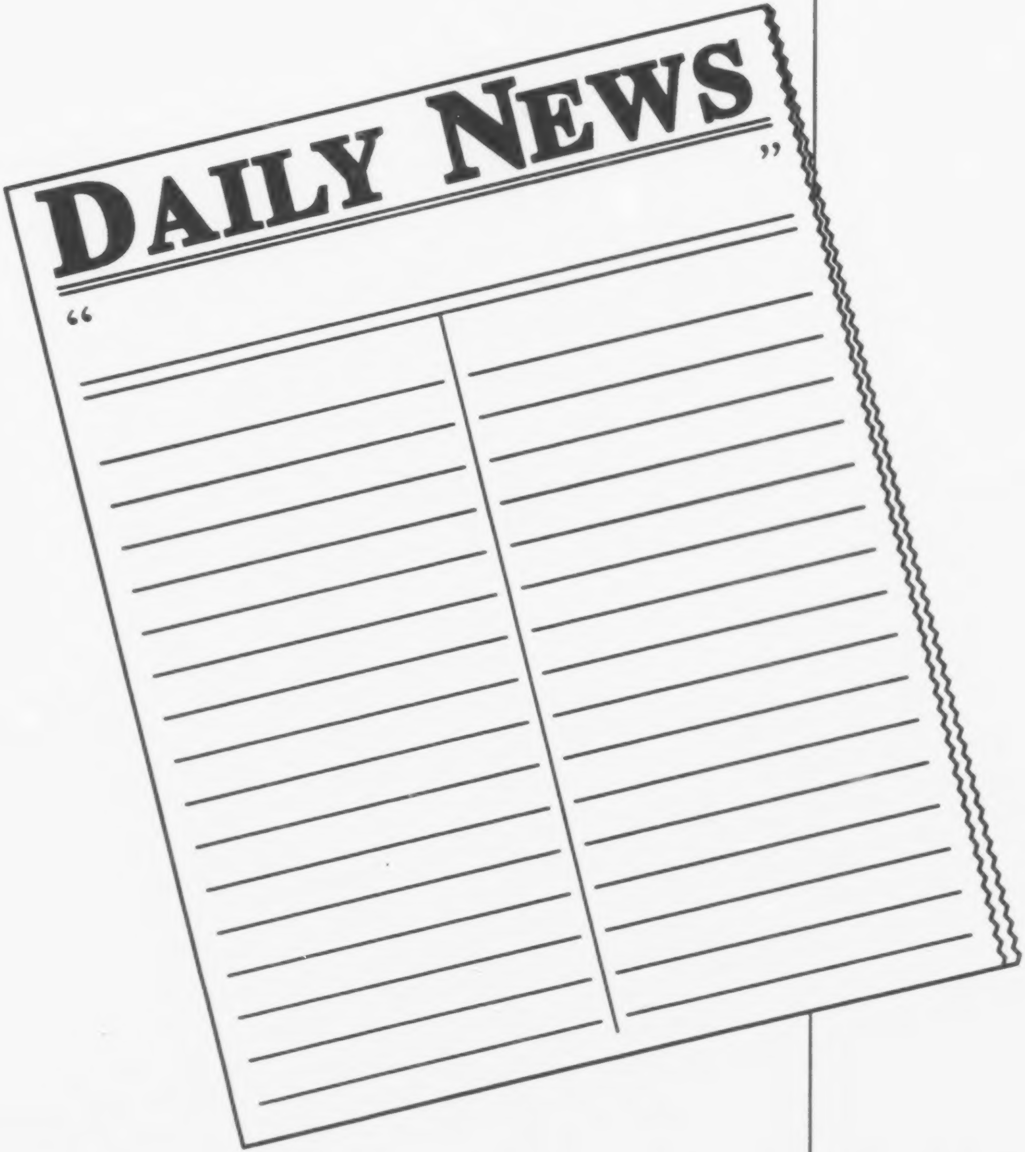
Decisions made by **you** today.

Decisions that **your children** will make.

Of course, individuals can acquire skill in managing resources. Experts have devised time and money management tools to aid in planning. Compare a number of time and money management tools. In the space below, write a beginning plan for managing your resources and why management tools may or may not be used to assist you.

## Balancing Demands

Managing resources includes balancing demands on your energy to maintain personal well being. Health is considered to be a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. Write a brief newspaper article (including the headline title) about a teen who did or did not balance demands on personal energy to maintain well being.



## Journal Entry #1

*What is the most frustrating thing you face concerning your personal well-being?*

Period______ Name______________________________

## HABITS? PROCRASTINATION?

Whether you are a pretty good manager of time or a chronic waster of time, you can start to improve your use of time. First, analyze your personal time management skills. Many people are aware of the fact that they need to manage time, but most fail to do so.

**Directions:** Analyze your time-management skills by circling either "yes" of "no" to the following statements:

1. Do you start the day before thinking through what has to be done? YES NO
2. Do you start a job before thinking it through? YES NO
3. Do you leave jobs before they are completed? YES NO
4. Do you do the easy or less important work first before the more important (and possibly more unattractive) work? YES NO
5. Do you do work by hand that a machine could do? YES NO
6. Do you try to do things that aren't really your job, such as a job assigned to other people? YES NO
7. Do you spend a lot of time doing the things you have always done and are good at? YES NO
8. Do you feel that it is easier to do things the way you have always done them even though a new way is better? YES NO
9. Do you start projects that you have little interest in or know that you probably will not finish them? YES NO
10. Do you make sure short, easy tasks get done first? YES NO
11. Do you fail to anticipate crisis? YES NO
12. Do you handle the concerns of others immediately when requested? YES NO
13. Do you handle a large number of different jobs? YES NO
14. Do you socialize either in person or via telephone with friends or neighbors several times daily? YES NO
15. Do you get distracted by things around the house such as newspapers, TV, or friends who drop in to see you while you are working? YES NO
16. Do you make several trips rather than grouping errands together for one trip? YES NO

To rate yourself, count the number of "YES" answers and the number of "NO answers. If you answered "YES" more often than "NO" you have a lot of work ahead of you. If you have three to seven "YES" answers, you can improve the effective use of time. If you answered "YES" to more than twelve questions, you are in big trouble.

What changes could you make in each item you circled "YES" in order to be a better manager of time?

> Procrastinate: formed from two Latin words pro (forward) and cras (tomorrow). Hence, to procrastinate is to bring forward for tomorrow, or to put off.

Source: "Consumer Education" Stillwater, OK: Curriculum and Instructional Materials Center

## MACKENZIE'S TIME TRAP: TOP 40 TIME-WASTERS WORLD WIDE

**Planning:**

1. Lack of objectives/priorities/planning
2. Crisis management, shifting priorities
3. Attempting too much at once – unrealistic time estimates
4. Waiting for planes/appointments
5. Travel
6. Haste/impatience

**Organizing:**

7. Personal disorganization/cluttered dusk
8. Confused responsibility and authority
9. Duplication of effort
10. Multiple bosses
11. Poor filing system
13. Inadequate equipment/facilities

**Staffing:**

14. Untrained/inadequate staff
15. Under/over staffed
16. Absenteeism/tardiness/turnover
17. Personnel with problems
18. Over-dependent staff

**Directing:**

19. Ineffective delegation/involved in routine details
20. Lack motivation/indifference
21. Lack coordination/teamwork

**Controlling:**

22. Telephone interruptions
23. Drop-in visitors
24. Inability to say "NO"
25. Incomplete/delayed information
26. Lack of self-discipline
27. Leaving tasks unfinished
28. Lack of standards/controls/progress reports
29. Visual distractions/noise
30. Over-control
31. Not being informed
32. People not available for discussion

**Communicating:**

33. Meeting
34. Lack/unclear communication, instructions
35. Socializing/idle conversation
36. Over-communication
37. Failure to listen

**Decision-Making:**

38. Procrastination/Indecision
39. Wanting all the facts
40. Snap decisions

### HOW AMERICANS SPEND TIME

On an average Americans spend:

5 years of life waiting in line
6 months sitting at traffic lights
1 year searching for misplaced objects
6 years eating
8 months opening junk mail
4 years doing housework
2 years trying to return telephone calls to people who never seem to be in

- the average married couple spends four minutes a day in meaningful conversation
- the working couple spends 30 seconds a day talking with their children
- the average workweek has decreased from over 70 hours in 1900 to around 37 hours today.
- Paid vacations and holidays have also shortened the working year resulting in more discretionary time or more leisure time.

Source: Colorado Core Curriculum "Life Management," Colorado State University, 1991.

Period _____ Name___________________________

# TAKING CONTROL

Using the record of your time for the past five days, divide your activities into a pie chart using categories such as school, work, sports, hobbies, church, home, social. What is your basic routine?

Look at your five day record of your time, how much time do you waste?

Make a list of the nonessential activities you spent too much time on during the past five days (ie., watching TV, talking on the phone, shopping etc.

What can you eliminate during the next five days?

Make a list of all the tasks and activities you could accomplish in five to ten minutes. Think of this list during the day and try to make full use of waiting time or transitions time.

Think back to the "Habit? Procrastination?" quiz. Do you lose time to any of the areas you answered "yes" on the quiz.

List the things you procrastinate most.

Make a plan for improvement.

Are you spending enough time doing the things you want to do?

What would you like to spend more time doing?

How much time did you spend toward the goals you want to accomplish?

List the top 10 goals you have for the next 6 months? Did you spend time during the past 5 days on these goals?

Was it enough time to accomplish them?

If not what could you cut allowing you more time to spend accomplishing your goals?

Did you have to much or not enough leisure time?

Was it a normal amount compared to what you usually spend in 5 days?

# TIME MANAGEMENT

**Why manage time?**

To achieve goals
Do things that are important to you
Lessen the opportunity of omitting important events or assignments etc.
Be reliable, do what's expected of you.
Have more time

## HOW TO START

**Set Goals - what do you want to accomplish?**

Thank you notes
Try out for the play
Get an A in calculus
Loose 10 pounds

Set priorities - once you've set your goals you must decide which tasks are most urgent.

Break large tasks into smaller ones.

## TOOLS FOR TIME MANAGEMENT

**Use a calendar - Weekly, monthly, yearly**

- Record appointments, important events, holidays, birthdays etc
- It enables you to see when you have free time
- You don't have to memorize the dates and times of all your commitments
- You will not forget important activities or appointments

Make a schedule - a weekly or daily plan of your activities and the amount of time each will take.

Organize a "To Do List" - allowing you to set your priorities in order of importance. Include all your after-school activities and all the tasks that must be done at home. Then divide each day's tasks and activities into three groups
A—items that must be accomplished by a specific deadline.
B—items that are important tasks that do not have to be completed that day.
C—items or things you would like to do but could put aside without causing difficulties.

Choose a time to make your "To Do List" either the first thing in the morning or the evening for the next day. Keep in mind that your priorities may change during the day.

Cross out each item as you complete it. You'll feel good when you see how much you are accomplishing.

Organizing time gives you freedom to make changes. Don't be to rigid, but don't neglect to plan.

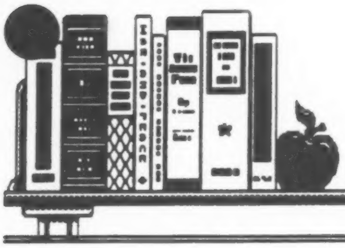
# STUDY TIME DOS AND DON'TS

## DOS

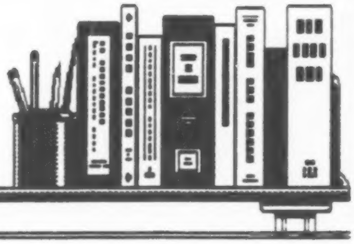
- Study when you're most productive. Some people are "morning people" and others are "night people."
- Use a regular study area. When you study in the same place every day, your body becomes trained to respond.
- Sit in a comfortable, chair at a desk or table where you have a good light.
- Study in a quiet place when you need to concentrate. If there's background noise that disturbs you, wear headphones and listen to quiet music.
- Take the first 10 minutes to outline your priorities. What is due tomorrow? What is due in two days? What is due next week?
- Schedule your time. Estimate how long it should take you to accomplish each task.
- Study the most difficult subjects first.
- Break up big projects, such as book reports, and term papers into small segments to do each day. Then you won't have to panic at the last minute to get the project done.
- Allow time for breaks. Uses this time to do some exercises.
- Set realistic goals.
- Reward yourself say to yourself "I'll study for an hour then I'll watch TV for 30 minutes, then I'll study for 40 minutes and have a snack." It usually doesn't work to say, "I'll study for 4 hours straight."
- Take the last 10 minutes to organize what you have done. Check your priority list again to be sure that you've completed everything you had planned.

## DON'TS

- Sleep, eat or watch TV when you study
- Get too comfortable. Easy chairs, sofas, and beds tell your body "It's time to relax."
- Don't listen to loud music while you study.
- Let others misuse your time. If family members interrupt your study time, they may need a gentle reminder. Try hanging a "Do not Disturb" sign on the door.
- Let the phone interrupt your study time. Tell the caller that you are studying and will return the call during your break. (Use an answering machine)
- Waste time. If you find you aren't accomplishing anything, take a minute to evaluate what you're doing. Are you trying to avoid an unpleasant task? Face the task and get it over with.



# MONTHLY CALENDAR



| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
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| | | | | | | |
| | | | | | | |

## NOTES:

# FROM • THE DESK • OF •

**Sunday**
1

**Monday**
2

**Tuesday**
3

**Wednesday**
4

**Thursday**
5

**Friday**
6

**Saturday**
7

## NOTES:

# FROM · THE · DESK · OF ·

8 AM

9 AM

10 AM

11 AM

[illegible] PM

1 PM

2 PM

3 PM

4 PM

5 PM

6 PM

## THINGS TO DO:

| | | | | | |
|---|---|---|---|---|---|
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## LESSON C

### Dealing with Stress

**FOCUS:** Everyone has stress in their life, in fact some stress is necessary for survival. Analyzing stress as a drain of personal resources will help students recognize possible solutions and methods for dealing with stress without becoming overwhelmed.

**ACTIVITIES:**

1. Come into class and give an impossible assignment or an unannounced test. Tell them it's a significant part of their grade or that it will determine whether or not they will be able to pass the class. Be serious. Example: Assign a 10 page research paper. Go through the expectations, tell them there are resources in the library you've put on reserve and they must use 5 of these as references for their paper...

   Ask the students how the are feeling right now. Do they have stress, why, what would the alternatives be? After discussing how they feel tell them the assignment isn't real. Ask again how they feel. Talk about the different kinds of stress and the role it plays in our lives (both positive and negative).

2. Have students evaluate the stress in their own lives. Use Student Handouts "Warning Signs of Stress" and "The Adolescent Life-Change Event Scale."

3. Have students participate in the following activity to make them aware everyone has a breaking point and learning how to cope with stress is essential for survival.

   Ask for a volunteer for a demonstration. Have members of the class name situations that cause stress in their lives. As the students identify stressful activities or situations stack books on the arms of the volunteer to represent each activity. Check periodically to make sure the volunteers arms are held out straight. Continue to stack books until the stress becomes to difficult (stop when the point has been made, before the student drops any books) This may be repeated with different volunteers to show everyone has a point where they can't take anymore.

   Examples of what books might represent: Zits, New person living in house, Not making team/cheerleading etc, Insurance goes up, Dumped by boyfriend or girlfriend, Speeding ticket, Not getting "right" grades, Gaining weight, Not having "right" clothes, Not favorite child, Not enough money, Being gossiped about, Not popular, Car won't start, Best friend moves, Attending new school etc.

   Discuss coping strategies. See Teacher Information "How To Cope With Stress." Try a relaxation exercise.

5. Have students create a "Personal Care Package" for times when they may feel to much pressure or get down.

Include: POSITIVE THINGS ONLY - PREPARE WHILE YOU ARE UP

1. Favorite Song - makes you feel good about life
2. Favorite Poem - or some written work describing how you would like to feel.
3. Something tangible that is very special to you. Papoose blanket
4. A letter to yourself from yourself. Do not share this with anyone. Talk to yourself like your are your idol.
5. A picture - NOT of someone or something living. Dogs get hit, boyfriends break up parents die. Something that can't become negative.
6. Letter or card from someone saying something good about you.

Source: Jessica Eldridge, Family Support Center, Provo, UT

Period______ Name______________________________

## WARNING SIGNS OF STRESS

**EMOTIONAL SIGNS:**

_____feelings of sadness
_____the "blahs"
_____feelings of worthlessness
_____feeling upset
_____insecurity
_____irritability
_____feelings of restlessness
_____difficulty concentrating
_____working to hard
_____denying your problems
_____ignoring your symptoms
_____feeling suspicious

**PHYSICAL SIGNS:**

_____physical exhaustion
_____overuse of medicine
_____headache
_____sleeplessness
_____appetite changes
_____weight gain or loss
_____indigestion
_____nausea
_____nervous diarrhea
_____worrying too much about illness
_____frequent illnesses

**BEHAVIORAL SIGNS:**

_____keeping to yourself
_____avoiding work
_____neglecting responsibility
_____drinking too much alcohol
_____gambling
_____spending sprees
_____sexual promiscuity
_____being late to work
_____poor appearance
_____poor health habits
_____being accident prone
_____credit trouble
_____shoplifting
_____traffic tickets
_____violent actions

Source: Colorado Core Curriculum "Life Management," Colorado State University, 1991.

Period ______ Name ______________________________

## THE ADOLESCENT LIFE-CHANGE EVENT SCALE

**Directions:** Circle the unit to the right for each event you have experienced in the past year. Add up the units and read at the bottom to indicate whether or not you may show signs of stress of becoming sick from your stressful life.

| | | |
|---|---|---|
| 1. | A parent dying | 98 |
| 2. | Brother or sister dying | 95 |
| 3. | Close friend dying | 92 |
| 4. | Parents getting divorced or separated | 86 |
| 5. | Failing one or more subjects in school | 86 |
| 6. | Being arrested by the police. | 85 |
| 7. | Flunking a grade in school. | 84 |
| 8. | Family member having trouble with alcohol. | 79 |
| 9. | Getting into drugs or alcohol. | 77 |
| 10. | Losing a favorite pet. | 77 |
| 11. | Parent or relative in your family getting very sick. | 77 |
| 12. | Losing a job. | 74 |
| 13. | Breaking up with a girlfriend or boyfriend. | 74 |
| 14. | Quitting school. | 73 |
| 15. | A close girlfriend getting pregnant. | 69 |
| 16. | Parent losing a job. | 69 |
| 17. | Getting very sick or badly hurt. | 64 |
| 18. | Hassling with parents. | 64 |
| 19. | Trouble with teacher or principal. | 63 |
| 20. | Having problems with acne, weight, height. | 63 |
| 21. | Attending a new school. | 57 |
| 22. | Moving to a new home. | 51 |
| 23. | Change in physical appearance (braces, eyeglasses). | 47 |
| 24. | Hassling with a brother or sister. | 46 |
| 25. | Starting menstrual periods (for girls). | 45 |
| 26. | Having someone new move in with your family. | 35 |
| 27. | Starting a job. | 34 |
| 28. | Mother getting pregnant. | 31 |
| 29. | Starting to date. | 31 |
| 30. | Making new friends. | 27 |
| 31. | Brother or sister getting married. | 26 |

Scoring: Of those people with over 300 points during a year, 80% will get sick. With a point total of between 150 and 299, people have a 50% chance of getting sick, and people with less than 150 points total have a 30% chance of getting sick.

You can control your chances of serious illness by decreasing the amount of stress in your life.

Source: Colorado Core Curriculum "Life Management," Colorado State University, 1991.

# HOW TO COPE WITH STRESS

**REMEMBER:**

Moods do not last
Life is not all ups nor is it all downs
All actions have a reason
You don't have to justify all your stresses
When you're down, you are the only one you can rely on
Positive self-talk
Talking with others
Facing the stressor and changing it
Try to accept what cannot be changed
Taking time out for yourself
Exercise - work off stress with physical activity
Get enough sleep
Recreation - loaf a little
Hobbies
Don't let things slide
Take one thing at a time
Have a management plan
Deep breathing
Muscle relaxation
Relaxation
Guided Imagery

Relaxing can be very helpful. Many tapes are available to talk you through a relaxation exercise, but the following can be done simply and quickly in class to give students an idea of what a relaxation exercise is.

## Take a Little Vacation

To relax:

Legs straight out in front of you - tight, bottom and tummy tight let down
do again - add arms out tight clenched fists
do again - add tight neck, locked jaw, facial movements
do over and over, may take 10 to 110 times to relax

Put head on table. Breath in and out focus on breathing
Follow breath to fingers, toes

RELAX

Begin to move fingers, toes, sit up *(continued on next page)*

No talking, heads down. Feet flat on floor, head down. Breath in and out. Take a deep breath Let it out slowly Repeat Again - blow out all stress
Again - follow the air as you breath it in down your arms - out your fingers.
Again concentrate on heart pumping
Again follow air out of lungs down your arms hands fingers
Focus on breathing
Again in to lungs - out to arms

Maybe arms are feeling tingly Where tingles stress is leaving focus on breathing. Again lungs arms legs air is relaxing body everywhere it reaches calves, feet toes.
Again cleansing fresh follow through body taking all stress and tension away

You're in an open meadow, green thick grass maybe you'd like to take off your shoes and feel the grass with your toes. Its cool and refreshing soft.

The warm sun is heating your body and cleansing your soul walking along see the stream. Hear it - smell the water. Dangle your feet in the stream. Enjoy this , this is your meadow you are there nobody can go in unless you let them. This is your safe place You can always go back Always enjoy it. Look at the blue sky and the fluffy clouds. You're at peace with the world. You're at peace with yourself. Lay down and feel the earth. Absorb its natural, pure energy. Begin to sit up and take the energy with you.

Move your fingers and your toes sit up and take the earths pure energy with you.

******************************************

Three attitudes describe the stress-hardy personality:

| | |
|---|---|
| • Commitment: | an attitude of curiosity and involvement in whatever is happening. |
| • Control: | the opposite of helplessness. Belief that we can influence events coupled with willingness to act rather than be a victim of circumstances. |
| • Challenge: | the belief that life's changes stimulate personal growth instead of threaten the status quo. |

Suzanne Kobasa

**********************************

Avoid: drugs, alcohol, caffeine, cigarettes, sleeping, daydreaming, watching television, taking it out on others, over eating, self medication

# LESSON D

## Resources - What Works and What Doesn't

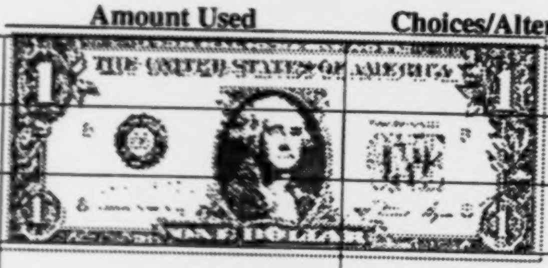
FOCUS: In recent years we have become increasingly aware of how limited our resources are. Not only are we responsible for the expenditure of personal resources, but we have family, community and world responsibilities as well. Maintaining a balance that will benefit everyone is a necessity.

ACTIVITIES:

1. Have students complete the worksheet, "Evaluating Resources," pair off class members and have them compare how their used resources was similar and how they were different. Discuss what optimum use might be.
2. Divide the class into sides, one pro and one con. Have the teams debate resource issues.
3. Discuss as a class:
    - Are we spending our resouces on the things we value the most? Why or why not?
    - Do we use our resources wisely to meet our needs and reach our goals?
    - Which resource do we have the most difficult time using wisely?
4. Design and carry out a class ecology or "Resource" project. This project should be family centered and should help some family or individual with their use of resources.

# Evaluating Resources

Evaluating resources is a subjective process—not necessarily deciding what is right or wrong, but what worked and what didn't work. Keep a two-day record of how you spent your time, energy, money, etc. Include the amount used, choices, alternatives, and what influenced your choices (parents, friends, etc.). Review and summarize the results.



| **First Day** | **Amount Used** | **Choices/Alternatives** | **What influenced you?** |
|---|---|---|---|
| Time | | | |
| Energy | | | |
| Space | | | |
| Money | | | |
| Talents | | | |
| Other | | | |

| **Second Day** | **Amount Used** | **Choices/Alternatives** | **What influenced you?** |
|---|---|---|---|
| Time | | | |
| Energy | | | |
| Space | | | |
| Money | | | |
| Talents | | | |
| Other | | | |

Review your record and summarize your results.

## TEST BANK

FILL-IN THE BLANKS:

Fill in the blanks with the best possible word or words:

1. Resources are ____________________ we have to help us achieve what we want.
2. Resources refer to sources that have the possibility of ____________________________________________________________.
3. Consume means to ____________________________________________.
4. Individuals can acquire ____________________ in managing resources.
5. It's important to manage time in order to achieve ____________________.
6. Stress is a ________________________________ of personal resources.

SHORT ANSWER:

7. List 3 study time "Dos" and 3 "Don'ts."
8. A person who is able to withstand stress adopts 3 attitudes: commitment, control, and challenge. Explain.

**Answer key:**

1. assets
2. recovered or renewed
3. use up, expend, or destroy
4. skill
5. goals
6. drain
7. See Teacher Information, "Study Time Dos and Don'ts"
8. A person who has an attitude of commitment is curious and involved in whatever is happening. A person who feels a sense of control believes that he or she can influence life events. This belief is coupled with a willingness to act. This sense of control helps a person avoid being a victim of circumstances. A person with an attitude of challenge believes that change can stimulate personal growth rather than be a threat. People with these 3 attitudes are able to manage stress more successfully.

# Unit Five

*In this unit students will:*

- *identify the practical reasoning process*
- *learn to use practical reasoning as a valuable tool in decision making.*

# Practical Reasoning Process

# Unit Five

Suggested time: 2 50-minute periods

*The Practical Reasoning Process*

### The Practical Reasoning Process

| | |
|---|---|
| **SUB-PROBLEM:** | How do I use the practical reasoning process? |
| **VALUE ASSUMPTION:** | Teens who use the practical reasoning process are able to make better decisions about independent living issues. |
| **OBJECTIVE:** | Identify the practical reasoning process and practice using the process by helping four imaginary teens answer "moving out" questions. |

**LESSONS:**

A. Four phases of Practical Reasoning

B. Phase 1: Identify the problem

C. Phase 2: Reason

D. Phase 3: Act

E. Phase 4: Evaluate

F. Test Bank

## RESOURCE LIST
### Unit 5: Practice Reasoning

| Lesson | Student Handouts | Other Teaching Materials | Teacher Information | Transparency Masters |
|---|---|---|---|---|
| A: | | Several lengths of rope or heavy twine<br>Cut slips of paper "In the dark."<br>Several candy bars and cookies on a plate | Practical Reasoning Process<br>How Do You Decide | "Reasoning!"<br>Practical Reasoning and D.M. |
| B: | Identifying the problem<br>Moving out scenes | Poster board or butcher paper | | |
| C: | "Many Ways to Approach Problems"<br>Using the Reasoning Process | Video: "The Pump" Contact Distribution Center for information to order.<br>FHE Supplement Series #1 | | "Reasoning!" |
| D: | | | | |
| E: | "Characteristics of Perennial Practical Problems." | An "Orple" An apple wrapped in an orange peel. | "Evaluate the action taken" | |
| Test Bank | | | Test Bank | |

# LESSON A

## 4 Phases of Practical Reasoning

**FOCUS:** The practical reasoning process provides a framework for making decisions in an independent living situation. The process has 4 phases:

1. Identify the problem
2. Reason
3. Act
4. Evaluate

**ACTIVITIES:**

1. Compare the practical reasoning process to driving a car down the road without lights. Use Teacher Information, "The Practical Reasoning Process."

2. Play a game to illustrate doing something or going somewhere "in the dark." For example, pair several sets of students. Tie one of each of their legs together, then give each a slip of paper with different goals (1-retrieve a candy bar from the shelf at the back of the room; 2-get a cookie from the plate on the teacher's desk). Neither knows the goal of the other and the time limit for accomplishing the task is very short. Use Teacher Information, "In the Dark."

   [People who want to live on their own successfully need information and direction to achieve their goals].

3. Review phases in the practical reasoning process. Use Teacher Information, "How Do You Decide?" and transparency master, "Reasoning!"

4. Compare practical reasoning and decision making. Use transparency master, "Practical Reasoning and Decision Making."

   [The main difference is that practical reasoning systematically incorporates a consideration of personal values as part of the process. Practical reasoning also leaves room to consider effects of one's decision on others when circumstances are examined.]

5. Discuss: "How can teens decide important issues as they prepare to live on their own?"

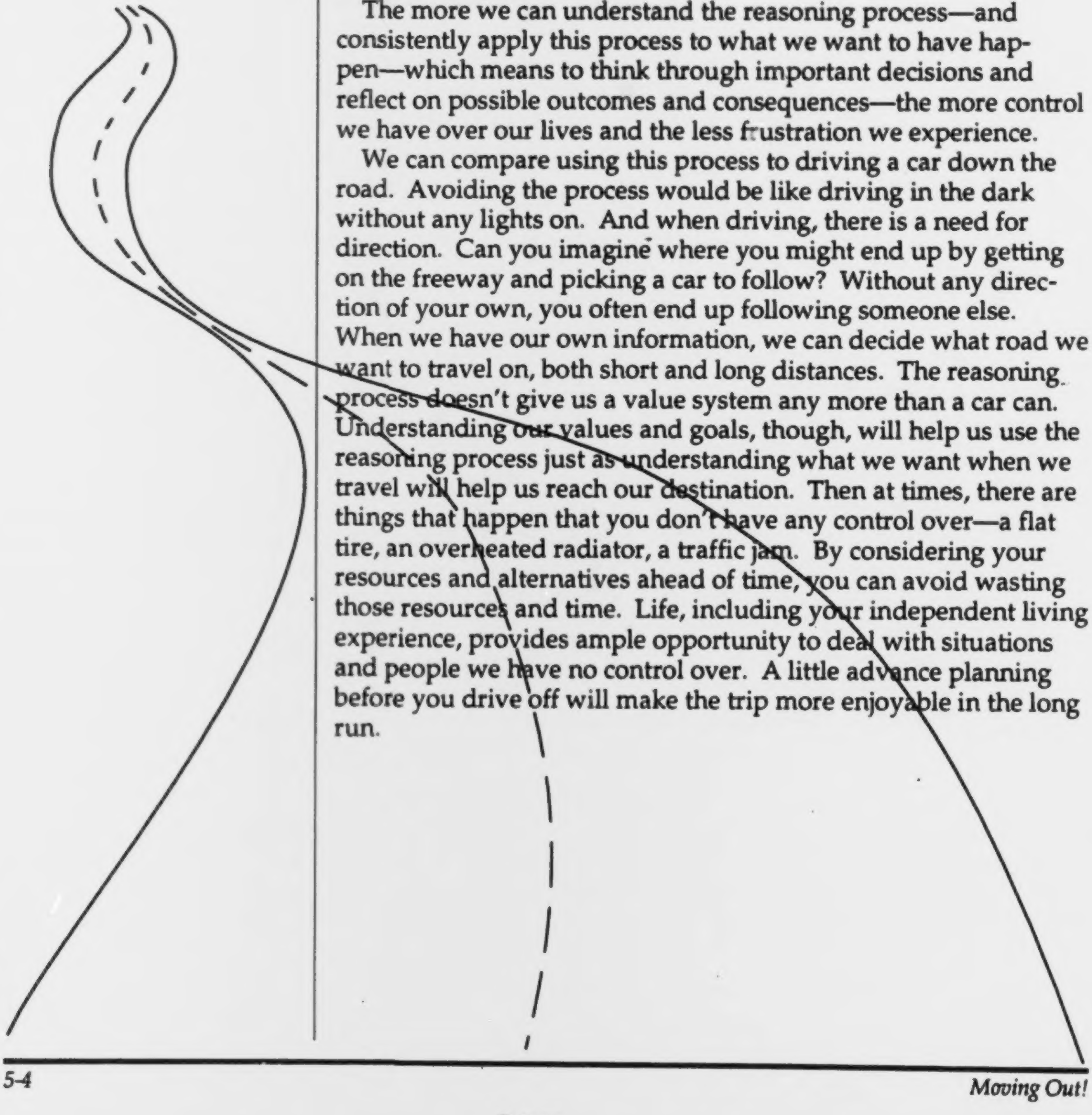
# The Practical Reasoning Process

You may say to yourself, "I can figure things out fairly quickly. Why go through this whole process of learning about practical reasoning?" The practical reasoning process is like a framework to a home. It is a basic foundation of ideas to work with in critical thinking and problem solving. The framework of a home is where everything else hangs—windows, sheetrock, cabinets, light fixtures, etc.

We have some intuitive feelings about how we would do things. At times, though, we will have conflicting values and even conflicting choices. We even end up making decisions without complete information.

The more we can understand the reasoning process—and consistently apply this process to what we want to have happen—which means to think through important decisions and reflect on possible outcomes and consequences—the more control we have over our lives and the less frustration we experience.

We can compare using this process to driving a car down the road. Avoiding the process would be like driving in the dark without any lights on. And when driving, there is a need for direction. Can you imagine where you might end up by getting on the freeway and picking a car to follow? Without any direction of your own, you often end up following someone else. When we have our own information, we can decide what road we want to travel on, both short and long distances. The reasoning process doesn't give us a value system any more than a car can. Understanding our values and goals, though, will help us use the reasoning process just as understanding what we want when we travel will help us reach our destination. Then at times, there are things that happen that you don't have any control over—a flat tire, an overheated radiator, a traffic jam. By considering your resources and alternatives ahead of time, you can avoid wasting those resources and time. Life, including your independent living experience, provides ample opportunity to deal with situations and people we have no control over. A little advance planning before you drive off will make the trip more enjoyable in the long run.



# "In the Dark"

Cut apart and give each pair of students a #1 and #2:

#1. Retrieve a candy bar from the desk at the back of the room

#2. Get a cookie from the plate on the teacher's desk

#1. Retrieve a candy bar from the desk at the back of the room

#2. Get a cookie from the plate on the teacher's desk

#1. Retrieve a candy bar from the desk at the back of the room

#2. Get a cookie from the plate on the teacher's desk

#1. Retrieve a candy bar from the desk at the back of the room

#2. Get a cookie from the plate on the teacher's desk

#1. Retrieve a candy bar from the desk at the back of the room

#2. Get a cookie from the plate on the teacher's desk

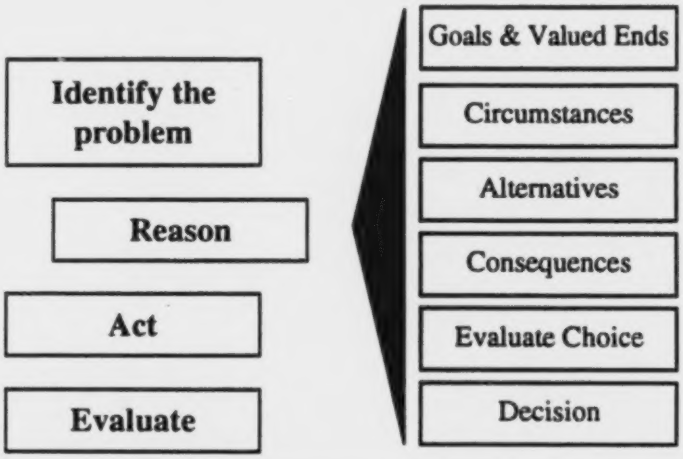
## CORE ISSUE 5

*How do I decide important issues as I prepare to live on my own?*

# How Do You Decide?

The practical reasoning process can provide a framework for decisions and choices you will have before you in an independent living situation.

### The Practical Reasoning Process Includes:

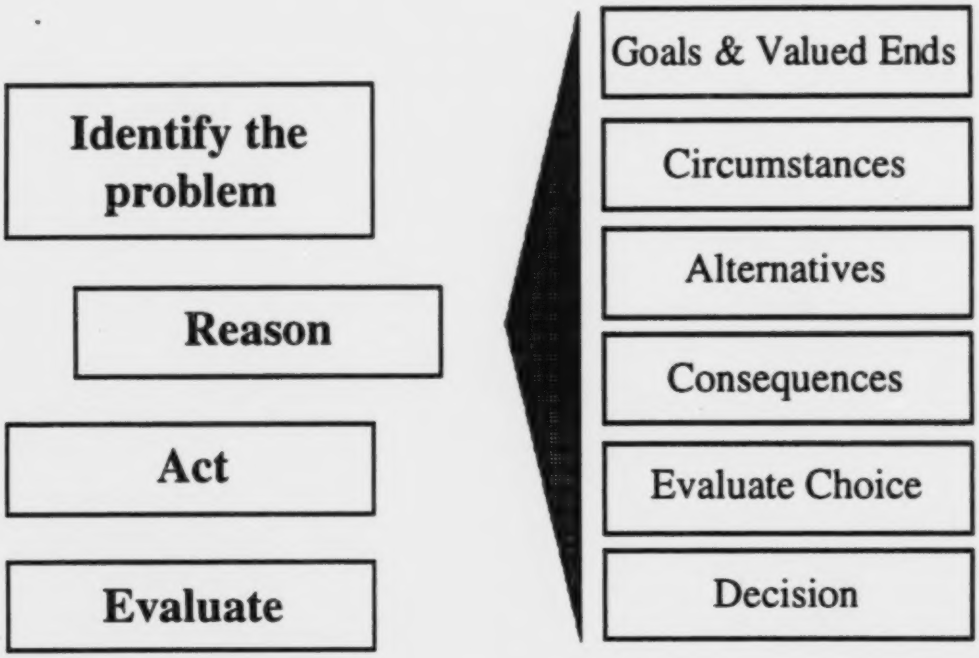

Identify the problem
Reason
Act
Evaluate
Goals & Valued Ends
Circumstances
Alternatives
Consequences
Evaluate Choice
Decision

The use of reasoning can help us decide what's best for us to do about practical everyday problems affecting the well-being of ourselves and others. In this course we will:

- develop skill in identifying practical problems,
- learn to reason about them by considering our goals, alternatives, consequences, and solutions,
- take action, and then afterward,
- evaluate what we did or would do differently another time.

# Reasoning!

## The Practical Reasoning Process Includes:



Identify the problem

Reason

Act

Evaluate

Goals & Valued Ends

Circumstances

Alternatives

Consequences

Evaluate Choice

Decision

# Practical Reasoning and Decision Making

| PRACTICAL REASONING | DECISION MAKING |
|---|---|
| 1. Identify the problem | 1. Identify the problem |
| 2. Reason | |
| a. Goals, valued ends | |
| b. Circumstances | |
| c. Alternatives | 2. List all possible options |
| d. Consequences | 3. Consider consequences |
| e. Evaluate choices | |
| f. Decide | 4. Make a decision |
| 3. Act | |
| 4. Evaluate | 5. Evaluate |

# LESSON B

## Phase 1: Identify the Problem

**FOCUS:** Teens face a number of important issues and challenges as they prepare to graduate from high school.

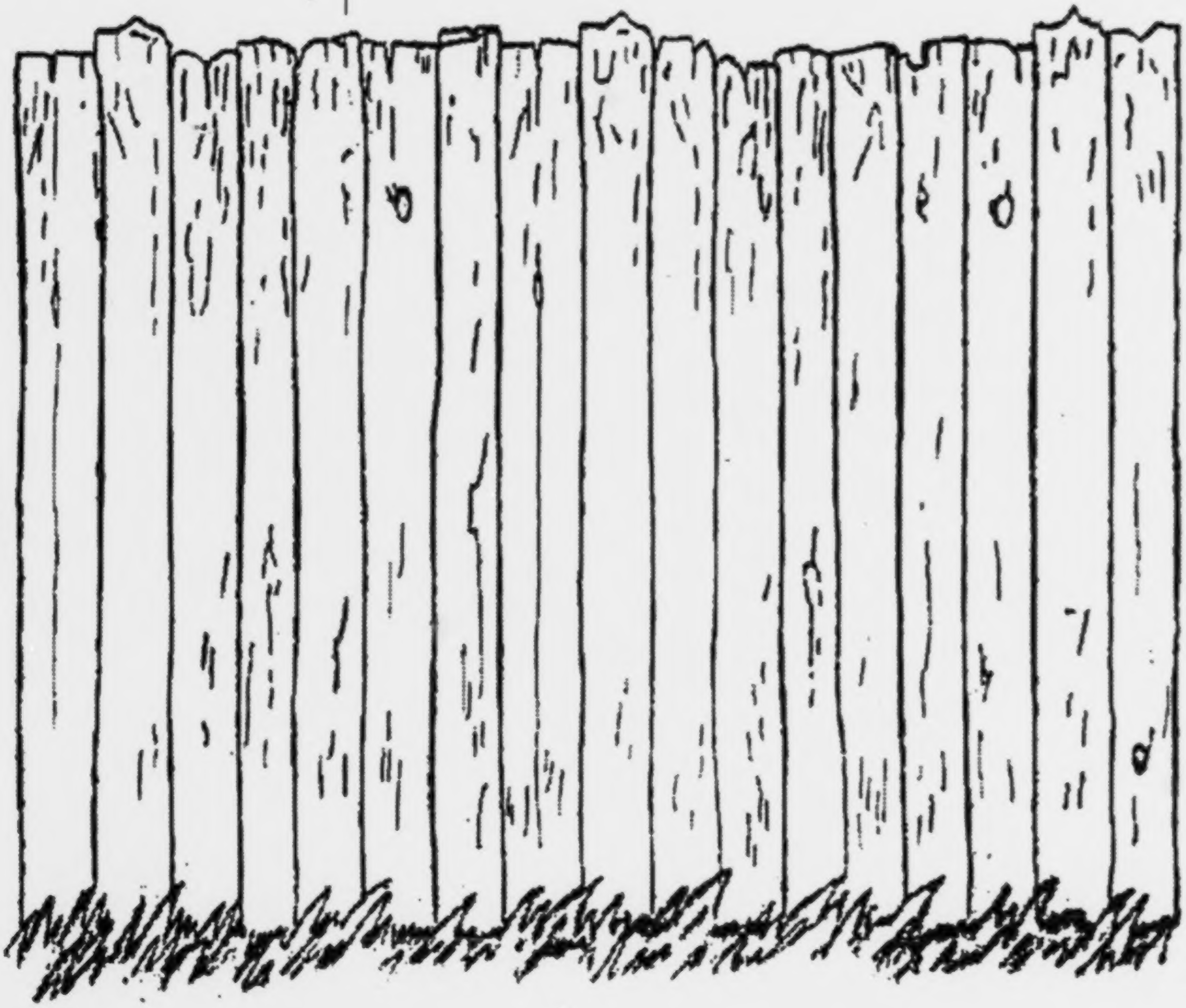
**ACTIVITIES:**

1. To identify important issues and challenges that confront teens today, have students "grafitti" some important issues they face. Use Student Handout, "Identifying the Problem." Or, use the chalkboard, a large piece of poster/butcher paper, bulletin board. Issues listed on a paper or bulletin board can be referred to again.
2. Brainstorm some possible "moving out" situations. Identify several teenage situations related to moving out of the family home. Use Student Handout, "Moving Out Scenes."

# Identifying the Problem

*Grafitti—writing or drawings found on rocks, walls, or buildings.*

Before you can progress through the reasoning process, you first need to identify important issues and challenges you face. Grafitti in the space below with your own responses and those of other students that seem to be important issues to you.



## "Moving Out Scenes"

Why do young people move away from home? Describe some situations you know about.

# LESSON C

## Phase 2: Reason

**FOCUS:** Once problems are identified, teens can solve problems a number of ways: on impulse, whim, tradition, or, using the reasoning process.

**ACTIVITIES:**

1. Review steps in the reasoning process. Use Transparency Master, "Reasoning!" on p. 5–6.
2. Show video, "The Pump." This short video shows how a person makes many choices without much thought. Identify and discuss the various scenes where choices are made. Were the decisions made on the basis of **impulse, whim, tradition,** or by **using reasoning?**
3. Brainstorm the different kinds of decisions made by members of the class recently. Decide the basis for making these decisions. Decide which choices require reasoning, which do not. Use Student Handout, "Many Ways to Approach Problems." Or, chart on the chalkboard:

| IMPULSE | WHIM | TRADITION | REASONING |
|---|---|---|---|
| (influence of a particular feeling, feeling, state) | (no motive, unpredictable) | (according to custom) | (consider goals, values, circumstances, alternatives, consequences, evaluate choices, decide) |

4. Tell students: When using **facts and values**, you are using the practical reasoning process. Not all decisions require this process, but many important life choices can be improved by careful reasoning. Use Student Handout, "Using the Reasoning Process" and Case Study #1 and #2 to illustrate the reasoning process.

   Divide class into 4 listening teams. Each team will listen to hear how each individual in the story makes decisions. Team 1: Paul, Team 2: Jamie, Team 3: Ron, Team 4: Lisa.

5. Summarize the steps in the practical reasoning process. Use Transparency Master, "Reasoning!" in Lesson A, activity 1 (Unit 5).

# Many Ways to Approach Problems

As you think about moving out and some of the problems you may face, it's important to recognize there are many ways to approach problems.

1. What are some decisions you have had to make recently?

2. How have you made most decisions in the past?

3. What would you do differently?

## How You Make Decisions

Each of us is unique in the way we make decisions. You may stew over one choice for days and make several others without batting an eye. In the spaces below, list decisions you would make on a whim, because of habit, tradition, guilt, others' expectations, using facts, or considering your values:

On a whim ______________________________

Habit ______________________________

Tradition ______________________________

Guilt ______________________________

Other's expectations ______________________________

Using facts ______________________________

Using values ______________________________

**When using facts and values, you are implementing the practical reasoning process.**

# Using the Reasoning Process

Use the space below to identify the phases in the practical reasoning process. Did each teen use the practical reasoning process?

## Case Study #1

Paul and Jamie have been dating for the last few months. They've had some fun times together, but never talked about marriage. Paul seldom studies and hates school. He doesn't like to think things through. One week before high school graduation, he was told he would not be able to graduate. After school he met Jamie in the school parking lot. "Mr Larson says I can't graduate next Friday because of a lousy "F" in history," he told Jamie, a straight "A" student. Then he adds, "I'll drive you home."

"OK," she replied. They were quiet for a while as they drove, then Paul said, "Let's get married tomorrow!" "Do you mean it?" asked Jamie. (She was excited that someone as handsome as Paul would ask her to marry.)

"Sure I mean it," replied Paul. "We could drive over to Las Vegas and get married. We can forget about school and graduation. Graduation isn't everything. My grandfather never graduated from high school and he did fine. I've got $485 and we can really have a honeymoon!"

"What will I tell my mother?" asked Jamie. "Just say we're going to get something to eat and see a movie."

| **Paul** | **Jamie** |
|---|---|
| Values & Goals | Values & Goals |
| Circumstances | Circumstances |
| Alternatives | Alternatives |
| Consequences | Consequences |
| Did he evaluate his choice? | Did she evaluate her choice? |
| Decisions | Decisions |

## Case Study #2

Ron and Lisa, both seniors in high school, have been dating for a year and usually spend Saturday evenings together. This particular Saturday they were hiking around a nearby lake. They discuss again their plans to marry. "I wish we could get married this summer," he tells Lisa. "Where would we live? How would we buy food? clothes? furniture? gas?" asked Lisa. "I thought we were both going on for more schooling."

"You're right," he answered. "I need a full-time job and we both need more education so we're better prepared for the future. The school counselor said I would probably do well at whatever I decide to do, but it's scary thinking about starting college in three weeks.

"I want to continue my education and know I can support myself and be independent for a while before we get married," continued Lisa.

| Ron | Lisa |
|---|---|
| Values & Goals | Values & Goals |
| Circumstances | Circumstances |
| Alternatives | Alternatives |
| Consequences | Consequences |
| Did he evaluate his choice? | Did she evaluate her choice? |
| Decisions | Decisions |

**Postscript**
**Two years later**

Paul and Jamie were married that weekend, and lived with his parents. Paul had several jobs, none of them paying very well. Jamie stayed at home and was unhappy and surprised at what Paul was like as a person. She wished she had finished school, but Paul didn't want her to finish or go to work. They divorced and Jamie returned to school.

Ron and Lisa were married two years later after they had both finished their technical training programs.

## LESSON D

### Phase 3: Act

**FOCUS:** Following the reasoning process, the next step is to take action. To carry out this step, teens may need additional resources. They can identify people who can help or identify sources of additional information.

**ACTIVITIES:**

1, Analyze how Lisa, Ron, Jamie, and Paul carried out their decisions in the previous case studies. Discuss: Did each of these teens need any additional help or information to carry out their decision?

# LESSON E

## Phase 4: Evaluate

**FOCUS:** Evaluate action taken. Are actions congruent with personal goals?

**ACTIVITIES:**

1. Use the "orple" analogy to illustrate how actions and valued ends may or may not correspond. Show an "orple"--an apple wrapped in an orange skin.
2. Review the types of problems that are appropriate for practical reasoning. Use Student Handout, "Characteristics of Perennial, Practical Problems."

# Evaluate the Action Taken

Taking time to evaluate the results of our decisions is probably the part of the reasoning process we use least of all. If it's an emotional decision, sometimes it can be too painful. And when we're so busy with life—job, school, friends, dates, movies . . ., who has time to sit and think about what worked and what didn't?

That's where the orple comes in. What's an orple, you ask? An orple is an apple dressed up in an orange peel. The inside and outside of the fruit are incongruent—they don't match. It's an apple that doesn't know it's an orange, or an orange that doesn't know it' an apple. When we take time to evaluate, we take time to discover what values and goals matched up with our decision, what we did that we liked, and what we would do differently about it. This kind of evaluation is not required when choosing ice cream flavors, but it makes the next time around easier when we're facing tough decisions.

1. *So—how is an "orple" like moving out? When you move out of your parents' home will your values be like/ different from the values in your childhood? Will you behave in a way that truly reflects what you value?*

2. *What is a decision you've made that felt uncomfortable—it just didn't fit what you really wanted? Perhaps you made a choice in favor of what someone else wanted. For example, with respect to food, you may think you value being slender. In your childhood home this value was supported by mealtimes that were regular and consisted of low-fat foods. Now that you're on your own, friends like to get a late night "snack"...you want to be part of the crowd. It's fun but your clothes are getting too tight. What will you do? Do you really value being slender or do you value being sociable more? What alternatives do you have?*

3. *List a possible alternative you could have chosen.*

4. *Should your behavior be congruent with your values? Why or why not? When a person first establishes independent living, "old" values may shift—take on new meaning, be discarded, modified, replaced. If the shift is a big one it will probably take more time and more discomfort to make the adjustment. The more similar your actions are to your values, the more peaceful and happy you can be.*

Watch out for "orples!" They are examples of NOT living what you value. They may taste OK, but they cause confusion for you and important others in your life after the novelty wears off.

# CHARACTERISTICS OF PERENNIAL, PRACTICAL PROBLEMS

1. They are common and recur from one generation to the next.

   Practical problems are designated as "perennial" to indicate that they are not time specific. Every generation of families must deal with problems of this nature. While the manifestations of these problems are unique for individual families and there are countless particulars to consider, the substance of the concern remains relatively constant.

2. They present questions that must be answered.

   They involve decision and action, even if the action is to do nothing.

3. The grounds on which decisions should be made are uncertain.

   They cannot be solved with a set of rules that applies to every situation.

4. In solving such problems, an existing state of affairs must always be taken into account.

   We must consider the family, social, and cultural contexts in which problems exist. Problems themselves may have a history. If decisions are to be rational, they must be based on a thorough understanding of the situation within its context.

5. Each solution is in some ways unique and belongs to a specific time and context.

   The problem may recur but the solution of any given problem will vary according to the individual/s involved in that particular time and place.

6. Questions will require choices between competing goals and values.

   Perennial practical problems are typically concerned with values. Selecting one solution or course of action instead of another represents a value judgment or statement of worth. Solving these problems may also require mediating among the competing values of involved parties.

7. The outcome of the solution chosen can never be precisely predicted.

   There are many possible solutions and there is no way of knowing for certain what outcomes would have resulted from a different solution.

8. Grounds for answering the question lead us to suppose that if appropriate action is taken, a desirable state of affairs will result.

When selecting practical problems for study, ask yourself:

- Does this problem represent a complex issue of ongoing family concern?
- Does this problem allow students to examine how individuals, the family, and society will be affected, and vice versa?
- Does this problem allow for diversity of thinking?

## TEST BANK

**MULTIPLE CHOICE:**

Select the one, best answer.

The practical reasoning process has 4 major phases. Which is NOT one?

a. Identify the problem
b. Reason
c. Consider alternatives
d. Act

Practical reasoning is different from decision making because reasoning

a. requires problem identification as the first step
b. lists all the possible alternatives.
c. asks the decider to evaluate the decision.
d. incorporates consideration of values and goals.

**SHORT ANSWER:**

List ___ characteristics of practical problems. Explain briefly what each characteristic means.

---

TEACHER KEY:

1. c
2. d
3. See "Characteristics of Perennial, Practical Problems," Lesson E, activity 2.

# Unit Six

*In this unit students will:*

- *Examine the influence of values and goals on decisions about housing,*
- *Recognize the effect housing decisions have on creating or altering relationships with others,*
- *Explore the role of tenant/landlord, housekeeper, and roommate, and*
- *Evaluate resources available to rent an apartment and maintain furnishings and appliances.*

## Housing

## RESOURCE LIST
### Unit 6: Housing

| Lesson | Student Handouts | Other Teaching Materials | Teacher Information | Transparency Masters |
|---|---|---|---|---|
| A | Deciding about Housing<br>Housing Needs and Wants<br>Visit Two Apartments | Video: "Make the Right Move: The Apartment Rental Game." (SDA 138v-91)<br>order from:<br>Zenger Video<br>10200 Jetterson Blvd.<br>Room 981<br>P.O. Box 802<br>Culver City, CA<br>90232-0802<br>Panel of former students | | |
| B | Roommate Interview<br>Personal Inventory | Jigsaw Puzzles of housing situations (cut into pieces) | | |
| C | The Role of Renter<br>Apartment Problem Solving<br>A Place to Suit Your Needs | Guest Speakers?<br>•Local landlord to talk about renting apts.<br>•College student to talk about living with roommates<br>10 min filmstrip: "A Place to Suit Your Needs" (0-02-665370-2) $48.99<br>Glencoe<br>1-800-334-7344 | Situations | Tips for Successful Renting |
| D | Comparisons of Housing Options<br>Housing Costs and Your Budget<br>Getting the Most for your Housing Dollar<br>Personal Cleaning Preferences | Newspaper with classified ads for housing rentals<br>10 min filmstrip: "Getting the Most for Your Housing Dollar." (0-02-664110-0) $48.99<br>Glencoe<br>1-800-334-7344<br>Display of household items (dishes, small appliances, cleaning tools, etc.) | | Household Furnishing Costs |
| E | | | | |
| F | | | Test Bank | |

# Unit Six

*Suggested time for unit: ten 50-minute periods*

***Housing***

**LIFE ESSENTIAL:** **Housing**

**UNIT PROBLEM:** What should I do regarding choosing a place to live?

**LESSONS:**

A. Examine the influence of values and goals on decisions about housing.
B. Recognize the effect housing decisions have on creating or altering relationships with others.
C. Explore the role of tenant/landlord, homemaker, and roommate.
D. Evaluate resources available to rent, purchase, and maintain a home, furnishings, and appliances.
E. Solve a housing problem using the practical reasoning process.
F. Test Bank

| **VALUE ASSUMPTIONS:**<br>(Unit rationale) | **GUIDING TOPICS:**<br>(Content) |
|---|---|
| **Lesson A:**<br>**SUB-PROBLEM 1**<br>Adolescents must realize that values and goals influence housing and home furnishing decisions. | Values about housing<br>Needs and wants<br>Comparing housing options |
| **Lesson B:**<br>**SUB-PROBLEM 2**<br>Relationships are sometimes altered or perhaps even acquired as a result of housing choices. | Maintaining relationships<br>Choosing roommates<br>Resolving housing related conflicts |
| **Lesson C.:**<br>**SUB-PROBLEM 3**<br>Performing roles and accepting responsibilities related to housing will affect one's ability to secure and retain a home. | Tenant/landlord<br>Housekeeping<br>Roommate |
| **Lesson D:**<br>**SUB-PROBLEM 4**<br>Available resources will influence choices about housing, home furnishings and home maintenance. | Time, skills, money<br>Housing & furnishing costs |

## LESSON A

### How Values and Goals Influence Housing Choices

**FOCUS:** Teens sometimes make a moving out decision based solely on emotion because of a desire for independence. If students can base a move on values and goals they will have more freedom to determine why they are moving out, when the move is most appropriate, where they will go, and who they will chose as a roommate, if any. They will also be able to distinguish the difference between something they must have in order to live on their own vs. something they would like to have. These considerations can result in a more successful moving out experience.

**ACTIVITIES:**

1. Have students role play–
   - a major fight with their parents and deciding to leave home immediately, and,
   - planning their future with the help of their parents.

   After the role plays have the students discuss: Why do I want to move out? When do I plan to move out? Where will I live? Will I have a roommate and if so, who will it be? Or, use Student Handout, "Deciding About Housing".
2. Discuss how a person's values and goals influence housing choices. Use the Student Handout, "Housing Needs and Wants." Have students determine which items are most important to them, which items are a must, and which ones they could perhaps live without for a while.
3. Have students view the video "Make the Right Move, The Apartment Rental Game" SDA138V-91. Order through Zenger Video 10200 Jefferson Boulevard, Room 981, P.O. Box 802, Culver City, CA 90232-0802.
4. Invite a panel of former students in their 20's to come to class and discuss their housing experiences.
5. Have students visit two apartments and complete the Student Handout, "Visit Two Apartments". This may need to be done in pairs or small groups in some areas for safety or to avoid burdening landlords.

## CORE ISSUE 6

*What's the danger of deciding to move out when I'm angry?*

## Deciding About Housing

| Questions | Answers | |
|---|---|---|
| | After a fight with parents | With help of parents |
| 1. Why do I want to move out? | | |
| 2. When do I plan to move out? | | |
| 3. Where will I live? | | |
| 4. Who will I live with? | | |

# Housing Needs and Wants

By examine personal values and goals, we gain more control over why and when we will move out along with where, and with whom we will live and what we need and want in our housing situation.

Indicate in the first column with a N (for need) or W (for want). Then indicate how important each of the following items are to you with $\boxed{1}$ as most important and $\boxed{5}$ as least important.

| | N/W | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| Comfortable place to sleep | | | | | | |
| Facilities for cooking | | | | | | |
| Space for entertaining | | | | | | |
| Storage space | | | | | | |
| More than one bathroom | | | | | | |
| Laundry facilities | | | | | | |
| Close to shopping | | | | | | |
| transportation | | | | | | |
| religious institution | | | | | | |
| work, | | | | | | |
| school | | | | | | |
| entertainment | | | | | | |
| Parking | | | | | | |
| Pool/hot tub | | | | | | |
| Exercise facilities | | | | | | |
| Cable TV | | | | | | |
| Quiet | | | | | | |
| Private | | | | | | |
| Safe and Secure | | | | | | |
| Spacious | | | | | | |
| Easy to clean/maintain | | | | | | |
| Prestigious | | | | | | |
| Well decorated | | | | | | |
| Affordable | | | | | | |

## Journal Entry #1

*What will be most important after all for me when I look for housing?*

# Visit Two Apartments

Use the Apartment Evaluation Form below to compare 2 apartments you will visit.

| | Apartment A | Apartment B |
|---|---|---|
| Name and Location | | |
| 1. What is the monthly rent? | | |
| 2. Does rent include utilities/If not, what is the expected amount of utility bill? | | |
| 3. Number of bedrooms? | | |
| 4. Is a security deposit required? Is it refundable? | | |
| 5. Are first and last month's rent required? | | |
| 6. Is a cleaning deposit required? | | |
| 7. Are pets allowed? | | |
| 8. Impressions of the manager include: | | |
| 9. Is the entrance well lit and protected from outsiders? | | |
| 10. Is the apartment well insulated? | | |
| 11. Are floors and carpets attractive and clean? | | |
| 12. Are the appliances clean and in good condition? | | |
| 13. Is there enough storage space? | | |
| 14. Are washing facilities provided? | | |
| 15. What other services and facilities are available? | | |
| 16. Would you rent here? Why or why not? | | |

Compare housing options with your earlier list of needs and wants. Will you be able to afford all that you want?

How well does your housing choice reflect your housing values?

# LESSON B

## Recognizing How Housing Choices Affect Relationships

**FOCUS:** Relationships are sometimes altered or perhaps even acquired as a result of housing choices. Distance, space, and responsibility affect our relationship with parents, siblings, friends and roommates.

**ACTIVITIES:**

1. Discuss how relationships with your parents, your brothers and sisters, your friends, etc. might change after you move out. How might this be different if you are living in the same city and working, on campus in student housing, married, etc?
2. Have students choose another person in class to practice interviewing skills for roommate selection. See student worksheet "Roommate Interview". Record answers on the worksheet and complete the analysis and the end.
3. Conflicts among roommates can cause problems in living situations. Have students evaluate themselves by (honestly) completing the Student Handout, "Personal Inventory". Discuss conflict management and how to avoid conflict before it starts by acknowledging and working with the information from the worksheet.
4. Pass out pieces of the jigsaw puzzles with situations written on them. Students match up by finding the other students with the missing pieces to their puzzle. Have students share their solutions. (If there are more students than situations give more than one group the same situation and compare solutions or have students make-up a situation of their own.)

# ROOMMATE INTERVIEW

Selecting a roommate requires thought, understanding of yourself, and an understanding of the potential roommate. To practice the skills of interviewing another individual as a possible roommate, select a person in class, interview that person, and write answers to the following questions. Then analyze your interview.

**Interview Questions**

1. How do you like to spend your spare time? (Think to yourself: Do we like to do the same thing?)

2. Do you like to clean and straighten your room? (Think to yourself: Will I be able to share a space with a person who is less or more neat than I am?)

3. How do you treat your parents and brothers and sisters? (Think to yourself: I will probably be treated in the same way. Can I handle that?)

4. Do you like to eat out or cook: (Think: Would we eat alone, share our food, or eat out? What is my food budget in comparison to my roommate's?)

5. How would we share the rent, utilities, and phone bills? (Think: Would these be shared equally?)

6. Would you invite friends in to stay overnight/ If so, how long would you let them stay? (Think to yourself: Would I be able to handle having others stay free of charge? Do I need privacy?)

7. How would we handle the housekeeping chores such as cleaning, buying groceries, carrying out the garbage, doing the laundry, washing the dishes, etc.? (Think: Would the duties be shared or would I end up doing more than my share?)

8. If we have to provide furnishings, appliances, towels, etc., what do you have to contribute? (Think: Will we have to buy these items or do we have enough to begin setting up an apartment?)

9. If you have a problem do you like to talk it over? (Think: Will this person communicate with me and share concerns if we were to become roommates?)

10. If the past, have you paid your bills on time? (Think to yourself: Is this person a financially responsible individual?)

### Interview Analysis

1. Based on answers you received, list reasons why you would or would not select this individual as a roommate.

2. List five reasons why it's important to interview a potential roommate.

3. List any additional questions that you would ask that were not included in this activity.

4. List at least ten characteristics that you feel a potential roommate must have in order for them to be compatible with you.

# Personal Inventory

It's easy, initially, to blame the other person when things go wrong or are uncomfortable. In a roommate situation, each person must be responsible for their own share of conflict and conflict resolution. Complete the following "Personal Inventory." Honestly evaluate yourself by placing a check (✓) in the appropriate column that best describes you.

| | Usually | Sometimes | Always |
|---|---|---|---|
| 1. I am well organized. | | | |
| 2. I prefer to be alone. | | | |
| 3. I control my temper. | | | |
| 4. I get upset when things don't work out the way I want. | | | |
| 5. I avoid criticizing others. | | | |
| 6. I am dependable. | | | |
| 7. It is hard for me to talk out disagreements. | | | |
| 8. I like to talk. | | | |
| 9. I can eat almost anything. | | | |
| 10. I like to be with other people. | | | |
| 11. I do my share of the work. | | | |
| 12. I try to change people. | | | |
| 13. It's hard for me to be wrong. | | | |
| 14. I can listen to another person's point of view. | | | |

Look over your answers. Will it be easy or hard for you to accept your share of the conflict situation?

## Situation #1

Jan, Tracy, Pam, and Becca share an apartment while going to school. Tracy and Pam do most of the cleaning. Jan complains that she doesn't know how Becca manages to get out of the work. They each take turns planning the food menu and buying the food for a week at a time. Tracy buys lots of food that no one else likes.

## Situation #2

Paul and Mike are roommates and both have part-time jobs and go to school part-time. Mike's family has donated more of the furniture, household items, and his stereo, so he is more concerned about household maintenance than Paul. Paul thinks he can invite his friends from home to say with him weekends. They usually clean out the fridge while they're there.

## Situation #3

Connie and Kristen are roommates. Connie is extremely well organized. Kristen leaves her things—clothing, food, etc.—all over the place. Kristen likes loud music; Connie prefers quiet.

## Situation #4

(Make one up.)

## LESSON C

### Exploring the Role of Tenant/Landlord, Housekeeper, and Roommate

**FOCUS:** Performing roles and accepting responsibilities related to housing will affect our ability to secure and retain a home as well as creating new roles and responsibilities as a tenant, homemaker and roommate.

**ACTIVITIES:**

1. Assign a committee to go to several rentals and obtain a copy of the house rules, rental agreement etc. Review what they say and consider the following questions. Are there any parts of the lease you don't understand? Which ones? When must the tenant make each rent payment? If payment is not made, what are the consequences? What deposit(s) is/are required? Are deposits refundable? Use Student Handout, "The Role of Renter."
2. Review with students "Tips for Successful Renting," (See Transparency Master).
3. Invite a local landlord in as a guest speaker.
4. Divide students into small groups and have them evaluate one of the housing landlord/tenant situations. Use Teacher Information, "Situations," or, have students complete Student Handout "Apartment Problem Solving"
5. Divide students into apartment groups. Have them brainstorm a list of the chores that must be done, for example--cleaning the bathroom, vacuuming/mopping the floors, laundry, making the bed, cleaning the refrigerator, cleaning the stove/sink, picking up clutter, fixing meals, washing dishes etc. Have them create a plan for management of the work. Assign one group to include the evening meal with all members of the apartment eating together. Have another group create a work plan where all roommates eat separately. Compare the two. Discuss the pros and cons of each plan. Discuss what might happen without a plan.
6. Have students discuss and determine what positive characteristics they developed in their family that will help them get along with roommates. List characteristics that work in getting along with others.
7. Invite a guest in to talk about what it is like living with roommates. Have them give a sample work plan. Discuss potential problems and what has worked for them.
8. Show the filmstrip, "A Place to Suit Your Needs" by Glencoe. Have them fill in the filmstrip guide as they watch. Discuss the questions after watching the filmstrip. Use Student Handout, "A Place to Suit Your Needs," Filmstrip Guide.

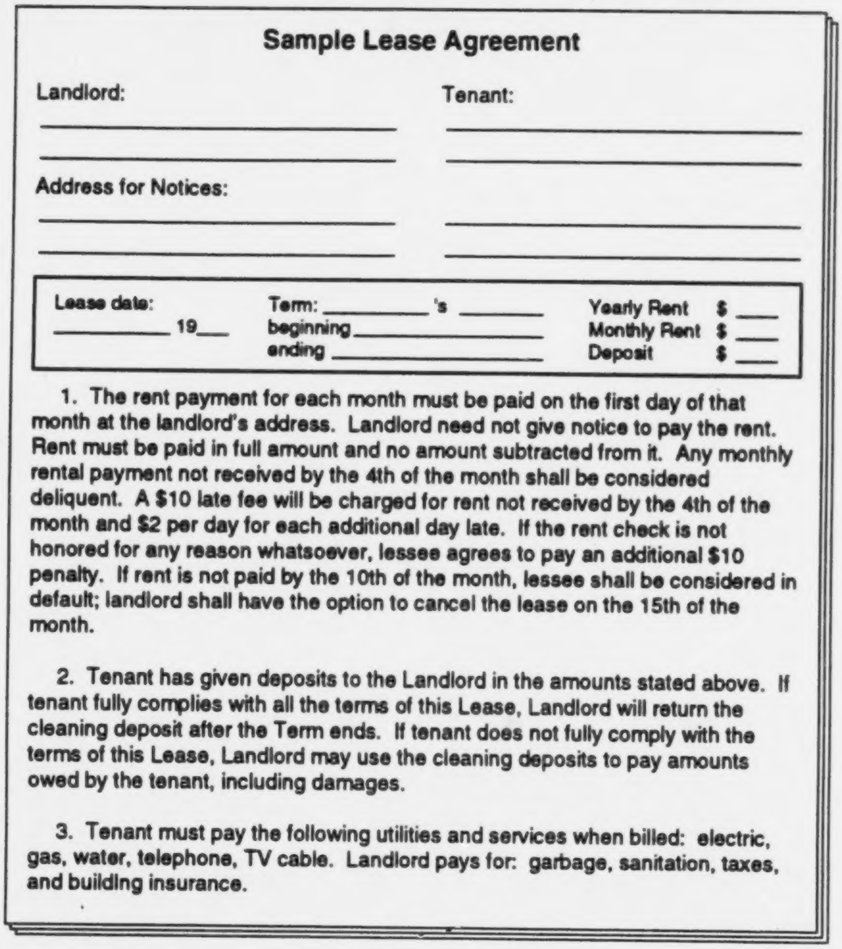
# The Role of Renter

## Journal Entry #2

***If I were leasing my place to someone else, what expectations would I have?***

Renting an apartment is an adult commitment. Signing a rental agreement or lease creates financial and legal obligations that should be assumed with full understanding of what is involved. Knowing housing rights, rules, and responsibilities is an important part of renting an apartment.

Assign a committee to go to several rentals and obtain a copy of the house rules, rental agreement, etc. Review what they say.



### Sample Lease Agreement

Landlord: ____________________ Tenant: ____________________

Address for Notices: ____________________ ____________________

Lease date: __________ 19__

Term: __________ 's __________
beginning __________
ending __________

Yearly Rent $ ___
Monthly Rent $ ___
Deposit $ ___

1. The rent payment for each month must be paid on the first day of that month at the landlord's address. Landlord need not give notice to pay the rent. Rent must be paid in full amount and no amount subtracted from it. Any monthly rental payment not received by the 4th of the month shall be considered deliquent. A $10 late fee will be charged for rent not received by the 4th of the month and $2 per day for each additional day late. If the rent check is not honored for any reason whatsoever, lessee agrees to pay an additional $10 penalty. If rent is not paid by the 10th of the month, lessee shall be considered in default; landlord shall have the option to cancel the lease on the 15th of the month.

2. Tenant has given deposits to the Landlord in the amounts stated above. If tenant fully complies with all the terms of this Lease, Landlord will return the cleaning deposit after the Term ends. If tenant does not fully comply with the terms of this Lease, Landlord may use the cleaning deposits to pay amounts owed by the tenant, including damages.

3. Tenant must pay the following utilities and services when billed: electric, gas, water, telephone, TV cable. Landlord pays for: garbage, sanitation, taxes, and building insurance.

Compare the lease agreements you obtain.

| Differences | Similarities |
|---|---|
| | |
| | |
| | |
| | |

## "Tips for Successful Renting"

- Make payments on time.
- Keep property clean and orderly.
- Use appliances and equipment correctly.
- Do not damage the property or allow friends, relatives, or pets to do so.
- Report any problems promptly.
- Accept responsibility for any problems you may cause.
- Be thoughtful of other tenants.
- Tell the owner and/or manager when you plan to move
- Make sure everything is in good condition when you leave.

# "Situations"

1. You and a friend are looking for an apartment. After finding a suitable one, the manager gives you a form lease and says, "This is a year lease, so sign here on the bottom line."

2. You make a deposit of one month's rent($120). When it came time to move, you spent much time thoroughly cleaning the apartment. Despite that, the landlord said the apartment was still dirty and gave you a check for $50.

3. You hung some pictures in your apartment. When you were ready to move, the landlord charged you an additional $100 to cover the cost of filling the nail holes.

4. You and your friend finally find a suitable apartment and ask the manager to install a dead bolt lock on the door. Upon moving in, you discover the manager has not installed the lock.

5. While entertaining friends, your manager comes to tell you several other tenants have complained about the noise and loud music.

6. What is the response time on the part of the land lord to fixing broken items in the apartment you have reported?

# Apartment Problem Solving

In small groups, evaluate the following situations. Consider these questions in your analysis: What is the problem? Whose responsibility is it? What is a workable solution?

1. You and your friend are looking for an apartment. After finding a suitable one, the manager gives you a form lease and says, "This is a year lease, so sign here on the bottom line."

Problem?
Responsibility?
Solution?

2. You make a deposit of one month's rent ($120). When it came time to move, you spent much time thoroughly cleaning the apartment. Despite that, the landlord said the apartment was still dirty and gave you a check for $50.

Problem?
Responsibility?
Solution?

3. You hung some pictures in your apartment. When you were ready to move, the landlord charged you an additional $100 to cover the cost of filling the nail holes.

Problem?
Responsibility?
Solution?

4. You and your friend finally find a suitable apartment and ask the manager to install a dead bolt lock on the door. Upon moving in, you discover the manager has not installed the lock.

Problem?
Responsibility?
Solution?

5. While entertaining friends, your manager comes to tell you several other tenants have complained about the noise and loud music.

Problem?
Responsibility?
Solution?

6. What is the response time on the part of the landlord to fixing broken items in the apartment you have reported?

Problem?
Responsibility?
Solution?

# A PLACE TO SUIT YOUR NEEDS

1. What are some of the different kinds of housing people use?

2. What are some of the factors that might affect people's decisions about where to live? Which one of these do you think will be most important to you when you choose your first place?

3. What happened to Linda when she made plans to live in a new high-rise apartment building? What are some of the hidden costs that people might not consider when they first decide to find places of their own?

4. What are some of the advantages of renting rather than buying? What are some of the disadvantages of renting?

5. What responsibilities do tenants have?

6. Do you think that a young person looking for a first apartment should go to a real estate agent for help? Why or why not? What are some other ways people can find reasonable priced places to live?

7. What are some of the advantages of having a roommate? What are some of the disadvantages? What advice would you give feuding roommates?

# LESSON D

## Resources Available for Housing and Home Furnishings

**FOCUS:** Available resources (time, money, knowledge, skills) impact our housing, home furnishing and maintenance choices. Available resources also affect our ability to successfully live independently.

**ACTIVITIES:**

1. Have students estimate low, medium and high amounts for incomes they expect to have after high school graduation. Estimate the amount available for housing (normally 1/3 of monthly take home pay should be allowed for housing, including utilities and repairs). Choose 3 classified ads from the newspaper that give dollar amounts for a place to live. Use Student Handout, "Comparisons of Housing Options".
2. Have students refer back to the budget they did when they received their job and hours back in the "Roles" unit. If housing normally equals 1/3 of your monthly take home pay how much will you be spending? If students need to complete a new budget use Student Handout, "Housing Costs and Your Budget".
3. Show students the filmstrip "Getting the Most for Your Housing Dollar" from Glencoe and have them complete the filmstrip guide. Use Student Handout, "Getting the Most Housing for Your Dollar."
4. Assign students to find out the cost of a specific household item. (Allow two or three days so they will have time to go to the store) Using the transparency "Household Furnishing Costs" compute the average cost of household items commonly used. Have students go back through the list and decide which items are necessary and which they could do without or bring from home. (This transparency could also be used as a student handout and done individually.)
5. Play, "The Price is Right" with common household items to help students assess their awareness of the cost of items customarily used in an ordinary household. Compute the costs in the "Show Case" to give a summary of total costs.
6. Keeping an apartment takes time and commitment. Have students complete the, "Personal Cleaning Preferences" activity by checking whether they agree or disagree with the opinions listed on the student handout.
7. Encourage students to help with the chores in the house they are presently living in, give extra credit for tasks done at home. Have parents report how much time their student has spent working around their home, what student has done, how it has helped the family.

# Comparisons of Housing Options

Normally 1/3 of your take home pay should be allowed for housing and utilities. Figure what 1/3 of your take home pay would be: net income divided by 3 =____________.

Choose three classified ads for housing that are found within your budget contraints. Cut and paste them (or copy the information) in the spaces below.

Answer the following questions regarding your choices.

2. What interests you most from the ad information?

3. What do you need to know about the apartment that is not in the ad?

*Common housing abbreviations fond in newspaper ads:*

*A/C—air conditioning*
*Ba—bath*
*BR—bedroom*
*Dup—duplex*
*W/D—washer/dryer*
*Ldry—laundry*
*LR—living room*
*Lse—lease*
*Pvt ent—private entry*
*Util incl.—utilities included*
*WWC—wall to wall carpet*

# Housing Costs and Your Budget

Housing and furnishing costs may be surprising when they haven't been experienced previously. Fill out the following housing costs worksheet and the household furnishings checklist to get an idea of the expenses required to live on your own.

Rent .................................................. $ ________

Phone .................................................. $ ________

  Basic monthly rate .................................................. $ ________

  Long distance calls .................................................. $ ________

Gas .................................................. $ ________

Cable TV .................................................. $ ________

Electricity .................................................. $ ________

Water .................................................. $ ________

Garbage .................................................. $ ________

Renter's insurance .................................................. $ ________

Sewer .................................................. $ ________

Total Housing Costs Per Month .................................. $ ________

# GETTING THE MOST HOUSING FOR YOUR DOLLAR

1. What items should be included in a monthly budget?

2. What did Lisa and Valerie do before they started looking for an apartment?

3. What did Valerie and Lisa look for in the apartments they considered?

4. What questions should people who are considering renting an apartment ask the owner or manager?

5. What is a lease?

6. What is a security deposit?

7. Why do Don and Laura want to sublet their apartment? Why do you think they need to get permission from their landlord before subletting?

8. Why did Carl rent an apartment without signing a lease? What are the disadvantages of renting without a lease? Do you think you would ever rent an apartment without signing a lease?

# Household Furnishing Costs

Estimate how much it would cost to pay for these items. Then find the actual price.

| Item | Estimated Cost | Actual Cost | Bring with, Purchase, or Do Without |
|---|---|---|---|
| Saucepans and frying pan | | | |
| Cake pan | | | |
| Casserole with cover | | | |
| Salt & pepper shakers | | | |
| Measuring spoons & cups | | | |
| Kitchen knives | | | |
| Cutting board | | | |
| Peeler | | | |
| Can opener | | | |
| Pot holders | | | |
| Dish cloths and towels | | | |
| Garbage container | | | |
| Dish drying rack | | | |
| Toaster | | | |
| Blender | | | |
| Mixer | | | |
| Corn popper | | | |
| Vacuum cleaner | | | |
| Hammer, screwdriver | | | |
| Pliers | | | |
| Light bulbs | | | |
| Cleaning products | | | |
| Storage bags, plastic wrap | | | |
| Aluminum foil | | | |
| Ironing board, iron | | | |
| Laundry basket | | | |
| Detergent, fabric softener | | | |
| Bath towels | | | |
| Soap | | | |
| Total | | | |

# Personal Cleaning Preferences

Individuals also differ about how much time they expect to spend keeping up their apartment. You need to decide what time you will be willing to spend cleaning and maintaining your own place to live. Complete the following "Personal Cleaning Preferences" activity by checking (✓) whether you disagree or agree with the opinions listed below:

| | Agree | Disagree |
|---|---|---|
| 1. It bothers me to see a messy room. | | |
| 2. I enjoy clean clothes, sheets, and towels. | | |
| 3. As long as I look good when I go out, I'm not concerned about how the apartment or my room looks. | | |
| 4. I can walk into a kitchen with dirty dishes and not see them. | | |
| 5. I think every person living in a house should pitch in to keep it neat and clean. | | |
| 6. I like some clutter. | | |
| 7. I always keep up my laundry so I'm sure I'll have something to wear ahead of time. | | |
| 8. Every person should be allowed to decide how neat his/her room should be. | | |
| 9. I'd like to be organized, but I don't have the time. | | |
| 10. While laundering, cleaning, and dishwashing aren't things I enjoy, I don't mind taking my turn. | | |
| 11. I feel good when my room is clean and my clothes are put away. | | |
| 12. It makes sense to take care of things and keep them clean—they last longer. | | |
| 13. I don't launder anything until I need it. | | |

Choose 3-4 boys and 3-4 girls to discuss their responses. After listening to their discussion, decide how opinions about cleaning preferences influence use of time, skills, and money.

# LESSON E

## Practical Reasoning and Housing

**FOCUS:** Solve a housing problem using practical reasoning.

**ACTIVITIES:**

1. Have students solve a housing problem by going through the practical reasoning process. Use Student Handout, "Practical Reasoning!"

   For example:

   Housing problem: For example: Choosing a roommate

   Reasoning:

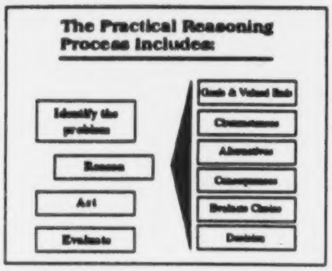
   - Goals: *If you were choosing a roommate your goal might be to have a quiet roommate because you want to do well in school and you don't want to worry about your roommate having a party at your apartment every night.*
   - Circumstances: *You might be on scholarship and need to maintain good grades in order to keep your scholarship.*
   - Alternatives: (list several with consequences for each)

     *You might be able to get an apartment where you can have your own room BUT, the apartment is too expensive and you won't have enough money for other necessities. ETC.*
   - Best choice: *For example, of all the possibilities the most practical seems to live at home where you can save money and you already have your own room.*
   - Decision: *You decide to live at home.*

   Action: *Talk to your parents about living at home.*

   Evaluate: *After going to school and living at home for a month you think it might be better to live closer to campus so your social life can improve and you will make a change at the end of the semester.*

# Practical Reasoning!


The Practical Reasoning Process Includes:
Identify the problem
Reason
Act
Evaluate
Goals & Valued Ends
Circumstances
Alternatives
Consequences
Evaluate Choice
Decision

1. **Identify a housing problem.**

2. **Reason:**
   - What are your goals and valued ends?
   - What are your circumstances?
   - What are some alternatives to consider and what are the consequences for you and others?
   - Evaluate your alternatives.
   - Make decision.

3. **Act- carry out your decision.**

4. **Evaluate.**

## HOUSING TEST BANK

### TRUE AND FALSE

1. _____Location really isn't an important consideration when choosing a place to live.
2. _____Housing needs never change.
3. _____Sometimes a persons psychological needs can be more important than the physical needs for a safe comfortable home.
4. _____A major reason for renting a home is the conveniences it offers you.
5. _____Experts say you should buy the most expensive house in a neighborhood.
6. _____Zoning laws protect the character of a neighborhood.
7. _____When you are trying to qualify to buy a house the debt you have on a car, clothes, appliances etc doesn't really matter one way or the other.

If the following statements are an advantage to renting mark A, if they are an advantage for buying mark B.

8. _____When you go on vacation someone is always looking after your dwelling.
9. _____You don't have to worry about the housing market... whether the value of housing goes up or down.
10. _____Generally considered more secure.
11. _____You can do what you want.
12. _____You spend less time and money on property.
13. _____Generally considered a secure monetary investment.
14. _____Utilities are frequently included in the total housing cost.
15. _____Cost per month doesn't increase although insurance and taxes may.

### MATCHING

A. security deposit
B. interest
C. lease
D. mortgage
E. foreclose

16. Contract between the tenant and property owner.
17. A _________________ is a claim against property that a borrower gives to a lender as a security for borrowed money.
18. Money required before moving in which may or may not be refunded when you move out.
19. All financial institutions charge ______________ on loans.
20. If you are unable to make payments on a mortgaged home, then the loan company could _________________ your mortgage.

**KEY:**

1. False
2. False
3. True
4. True
5. False
6. True
7. False
8. A
9. A
10. B
11. B
12. A
13. B
14. A
15. B
16. C
17. D
18. A
19. B
20. E

# SOLVING PRACTICAL PROBLEMS

Units 1-4 of this curriculum guide have emphasized development of 4 "life essentials"--values and goals, relationships, roles, and resources. The next section of the guide introduces students to the Practical Reasoning Process, then uses this reasoning process and the life essentials in a consideration of practical problems. Units 6-12 identify six problems that are common to everyone who lives on their own, no matter where or when they live. The units in the remaining section of the curriculum guide include:

UNIT 5: Introduction to the practical reasoning process
UNIT 6: Choosing a place to live
UNIT 7: Meeting transportation needs
UNIT 8: Managing finances
UNIT 9: Planning food for optimum health
UNIT 10: Selecting and caring for clothing
UNIT 11: Preparing for marriage
UNIT 12: Thinking about parenthood

*Life Management:* **Moving Out!**

# Unit Seven

*In this unit students will:*

- *Analyze the relationship between values and goals and transportation needs,*
- *Distinguish how human relationships are affected by transportation needs,*
- *Decide whose role it is to provide and pay for transportation and analyze the costs and responsibilities of owning a car, and*
- *Assess resources available for providing personal transportation.*

## Transportation

# Unit Seven

*Suggested time for unit: ten 50-minute periods*

***Transportation***

**PRACTICAL PROBLEM:** **Transportation**

**UNIT PROBLEM:** What should I do regarding my transportation needs?

**LESSONS:**

- A. Analyze the relationship between values and goals and transportation needs.
- B. Distinguish how human relationships are affected by transportation needs.
- C. Decide whose role it is to provide and pay for transportation and analyze the costs and responsibilities of owning a car.
- D. Assess resources available for providing personal transportation.
- E. Solve a transportation problem using practical reasoning.
- F. Test Bank.

---

| **VALUE ASSUMPTIONS:**<br>(Unit rationale) | **GUIDING TOPICS**<br>(Content) |
|---|---|
| **Lesson A:**<br>**SUB-PROBLEM 1**<br>Values and goals effect transportation decisions for each individual. | Personal goals may require leaving home/community.<br>Transportation options.<br>Importance placed by individual on: independence, prestige, personal power, vehicle power, style, etc. |
| **Lesson B:**<br>**SUB-PROBLEM 2**<br>Relationships with others may have a positive or negative affect on transportation decisions. | Positive and negative effects.<br>Relationships with: self, parents/guardian, friends, boy/girlfriend, spouse, immediate family, extended family, acquaintances, etc. |
| **Lesson C:**<br>**SUB-PROBLEM 3**<br>Each individual must determine whose role it will be to provide transportation and the underlying costs and problems. | Responsibility for providing transportation: self, parents, city, government, business, etc.<br>Responsibility for car: purchase, maintenance, insurance, flexible expenses, damages, etc. |
| **Lesson D:**<br>**SUB-PROBLEM 4**<br>Assessing all available resources to make the best decision about transportation. | Management of: time, money, skills, knowledge, energy, physical ability, interests, hobbies, availability of other alternatives, etc. |

## RESOURCE LIST
### Unit 7: Transportation

| Lesson | Student Handouts | Other Teaching Materials | Teacher Information | Transparency Masters |
|---|---|---|---|---|
| A: | Transportation Options<br>Importance of Transportation | Invite a Mechanism and talk about pros and cons of new and used cars. | | |
| B: | Transportation and Relationships | | | |
| C: | Transportation Costs<br>Estimating the Cost of Owning a Car<br>Owning a Car is Expensive<br>Purchasing a Car<br>Car Maintenance<br>Whose Responsibility? | Video: "Wheels, Deals, and You." See Lesson C activity 1B for info.<br>Invite a car salesman to talk about costs of owning a car.<br>Booklet: Your Automobile Dollar See Lesson C, activity 1D for info.<br>Invite someone to talk about car insurance<br>Pamphlets:<br>Auto Insurance Basics<br>Oops! Bangs!<br>See lesson C activity 3 for info | Car Insurance | Owning a Car is Expensive<br>Car Maintenance |
| D: | | Several Cards with words:<br>Time<br>Energy<br>Skills | | |
| E: | Practice Reasoning! | | Practical Reasoning and Transportation | |
| F: | | | Test Bank | |

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# LESSON A

## Values, Goals, and Transportation

**FOCUS:** Analyze the relationship between values and goals and transportation needs.

**ACTIVITIES:**

1. Students will identify some personal goals and assess what their transportation needs are to help meet those goals. Also, students will consider the advantages and disadvantages of several transportation options. Use Student Handout, "Transportation Options."
2. Students will discuss how values and goals influences transportation decisions. Use Student Handout, "Importance of Transportation."
3. Have a mechanic come and talk about the pros and cons of new and used cars. (See lesson C, activity 4.)
4. Discuss: "What value about transportation do I think is most important to my family?" (e.g., economy, independence, impression, etc.)

## C●RE ISSUE 7

*What should I do regarding my transportation needs?*

# Transportation Options

Personal goals that require you to leave the family/home/community require a decision about transportation. Write down a goal you hope to accomplish the first year out of high school.

Will this goal require some type of transportation? If so, what kind?

List other ways to accomplish this goal without having your own vehicle.

There are many transportation alternatives: bus, walking, bicycle, or a new, used, borrowed, or leased car or truck. Choose three transportation options and rank order them. Then with the class, discuss pros and cons of each one. Write the answers in the spaces next to your choices.

| Option | Pros | Cons |
|---|---|---|
| #1 | | |
| #2 | | |
| #3 | | |

List Class Choices.

Raise hands & tally choices.

# Importance of Transportation

Transportation choices depend largely on personal values and goals. The more something is valued, the greater amount of personal resources such as time, money, energy, emotion, etc. is spent on getting that item.

For instance, if it is more important what people think of you while you are traveling someplace than it is for you to be deep in debt, you may choose to buy a new very expensive car. However, if your self-concept is pretty good and you prefer a low debt ratio, you may choose not to buy a car at all.

List on the board student suggestions of values they may have that would affect their decisions on transportation. Some of them might be:

___ Independence
___ Convenience
___ Improves self-concept
___ Prestige
___ Style
___ Power
___ Sentiment (the old bomb!)
___ Personal hobby
___ Vehicle power
___ Thrift (good gas mileage)
___ Impressive to others
___ Need
___ Financial status
___ Tradition
___ Time
___ Effort

Everyone will place them in a different order, which will affect each person's final choice.

Answer the following questions after you have ranked the values in relation to your transportation needs.

1. How much value do I place on these things?

2. How do I think others perceive me as I move from place to place?

3. How does my choice reflect things I value the most?

## Journal Entry #1

*What value about transportation do I think is most important to my family?*

# LESSON B

## Relationships and Transportation

**FOCUS:** Distinguish how human relationships are affected by transportation needs.

**ACTIVITIES:**

1. Students will identify the positive and negative effects that transportation needs have on relationships. Ask the class, "What relationships do you have that are affected by your transportation decisions?" Give the students 1-2 minutes to write down an answer. As a class compile a list of relationships such as: parents, friends, school, police officers, other drivers, etc. Use Student Handout, "Transportation and Relationships."

# Transportation & Relationships

Your transportation decisions have positive and/or negative effects on relationships you have with other people.

As you anticipate being on your own, what relationships do you have that will be affected by your transportation decisions?

Read through each of the following scenarios. After each one write down how you think the relationship would be affected.

## Scenario A

Your friend had a car and picked you up every morning for school so you didn't have to ride a bus. Every day for two weeks he has had to wait for you because you slept in. Your friend received a 'D' slip for tardies, but your teacher didn't send you one. Your friend's use of the car is conditional upon good grades for better insurance rates.

How would your relationship be affected? Why?

## Scenario B

Your parents allowed you to take the car for an afternoon. You promised you would be back in time for them to be at an appointment. You didn't show up until 45 minutes after they were to be at the appointment.

How was the relationship affected? Why?

## Scenario C

Your girlfriend's Dad volunteered to let you take his Lincoln Continental to the Junior Prom. You agreed to wash it and bring it home by 12:30 a.m. Not only were you home by 12:15 a.m., but you waxed it and replaced the gas you used.

How was the relationship affected? Why?

## Scenario D

Your roommate allowed you to borrow his car to take your girlfriend home. You didn't lock the doors while you just ran in for a few minutes. The car was vandalized. His stereo and CD's were taken as well as his briefcase with 6 college library books, and a 25-page term paper he had just completed.

How was the relationship affected? Why?

Here's a BIG hint. Relationships due to good transportation decisions are easier to maintain than negative ones are to correct.

Think of a relationship that you have affected because of a poor transportation decision.

Work with a partner and think of some ways to improve the relationship.

# LESSON C

## Roles and Transportation

**FOCUS:** Decide whose role it is to provide and pay for transportation and analyze the costs and responsibilities of owning a car.

**ACTIVITIES:**

1. Students will understand the underlying costs and services related to transportation needs.
   A. Have students refer back to their top 3 choices for transportation. Have them list all the costs and services they can think of that are associated with each of the 3 means of transportation.

   B. Use Student Handout, "Transportation Costs" and show video "Wheels, Deals, and You" (19 mins.). Published by Money Management Institute Household International, 2700 Sanders Road, Prospect Heights, Illinois, 60070. (Cost: $12.00). Answer key: 1.–c, 2.–c, 3.–d, 4.–c, 5.–b, 6.–c, 7.–b, 8.–c, 9.–a, 10.–a.

   C. Have a car salesman come talk to the class on the costs of owning a car, i.e. car payments, financing, insurance, taxes, licensing, gas, oil, maintenance, repairs, tires, etc. Another option is to take a field trip to a car dealer. After guest speaker /field trip use Student Handouts, "Estimating the Cost of Owning A Car" and "Owning A Car Is Expensive."

   D. Use booklet Your Automobile Dollar published by Money Management Institute Household International, 2700 Sanders Road, Prospect Heights, IL, 60070. (Cost: $1.25). Divide the booklet into sections, assign small groups of students to read and report to class the most important things everyone should know. Give 8 mins. to read, and 1-2 mins. for report.

2. Have a class discussion on the aspects of purchasing a car. List on the board the character traits exhibited when borrowing and repaying money. Use Student Handout, "Purchasing A Car."

3. Have students get information on car insurance. Have an insurance salesman come talk to the class. Review terminology, etc. in the pamphlets Auto Insurance Basics published by: Insurance Information Institute, 110 William Street, NY,NY, 10038, (212) 669-9200, and Oops! Bangs! A joint project of the Insurance Information Institue and the National Consumer League, 815 15th Street NW, Washington, D.C. 20005.

   Ask students, "Who pays for damages to a borrowed car if insurance doesn't cover the costs?" Use Teacher Information, "Car Insurance."

4. Discuss the costs and importance of car maintenance. Have a mechanic come in and speak to the class (see lesson A, activity 3). Use Transparency Master, "Car Maintenance." Discuss how important proper care can increase the life of the car and prevent many problems. It is also important to read and follow the manufacturer's directions in the owner's manual and keep a maintenance record.

5. Have students discuss with their parent(s)/guardian whose role it will be to provide for transportation when living independently. Use Student Handout, "Whose Responsibility?"

Name________________________ Class Period________

# Transportation Costs

## Quiz

Perhaps you already have a car of your own—one you fixed up or one that your parents gave to you. Or, you may really want your own car and don't have one yet. Before you buy it's helpful to understand all the underlying costs—financing, insurance, maintenance and repairs, gas, etc.

Below are some facts to know. Select the answer that best completes the following statements.

1. The auto insurance rate of the typical unmarried 17-year-old male car owner is approximately how much higher than that of the average older driver?
   a. 1 1/2 times b. 2 times c. over 3 times d. 5 times

2. The percent of income the average family spends on transportation each year runs between:
   a. 3-8% b. 10-15% c. 15-20% d. over 20%

3. The cost of auto insurance premiums are determined by all but:
   a. where the policyholder lives and drives
   b. age, sex, marital status, and driving record of the insured
   c. amount of the coverage and the deductible
   d. government regulation

4. According to federal law, the window sticker on a new car must state all but:
   a. suggested retail price of the car and a list of standard equipment included
   b. a list of available options with itemized retail price of each
   c. sales tax and fees for registration and licensing
   d. freight and transportation costs

5. In the first year of depreciation on a new car runs between:
   a. 10-20% b. 25-30% c. 35-40% d. 40-50%

6. The total cost of an automobile loan can be reduced by all but:
   a. increasing the down payment
   b. shortening the repayment period
   c. lengthening the repayment period
   d. shopping for the best credit deal

**Journal Entry #2**

*What will be the biggest transportation expense I anticipate when I'm on my own?*

7. In test-driving a new car, it is important to check all but:
    a. handling ease at different speeds, on different roads, in traffic, and when starting, stopping, parking, and braking
    b. gas mileage and overall driving economy
    c. riding comfort and noise level
    d. operation of standard equipment and options

8. In comparing the costs of different cars and options it is important to consider all but:
    a. resale value
    b. operating and maintenance costs
    c. license fees and parking costs
    d. purchase price of the car and each option

9. The greatest advantage to buying a used rather than new car is:
    a. lower purchase price
    b. lower maintenance costs
    c. better warranty coverage
    d. easier financing

10. Ways to control operating and maintenance costs of owning a car include all but:
    a. maximum insurance coverage
    b. sound driving practices
    c. prompt corrective maintenance
    d. routine preventative maintenance

# Estimating the Cost of Owning a Car

Choose a partner and use this form to estimate the cost of owning and operating a car. You can choose use your family car or the car owned by a friend who is willing to share this information with you.

1. Present Year ________
2. Year car was purchased ________
3. No. of years owner has had car (Subtract #2 from #1) ________
4. Number of miles driver per year (average) ________
5. Miles per gallon of fuel. ________
6. Price paid for car. ________

Use one of these three methods to find the approximate present value of the car:

a. Use the blue book to determine resale value.

b. Find the advertised prices of several cars of the same make and model. Average these prices. Then deduct 10% because these are retail or asking prices.

c. Use the chart below. The chart assumes that the car depreciates an average of 20% each year from the value the year before.

| Number of Years Car Owned | Percent of Original Price Paid |
|---|---|
| 1 | 80% |
| 2 | 64% |
| 3 | 51% |
| 4 | 41% |
| 5 | 33% |
| 6 | 26% |
| 7 | 21% |
| 8 | 17% |

To find the present value, multiply the price paid for the car by the percent across from the number of years and owner had car (Example: a $6100 car owned for 7 years)

$6100
x.21
$1281

7. Present value of car ________
8. Total depreciation, or decrease in value, since car was purchased (Subtract #7 from #6) ________
9. Average depreciation per year (Divide #8 by #3) ________
10. Estimated cost of insurance per year. (Insurance may be billed two or more times a year; be sure this is a yearly figure. ________
11. Estimated total licensing and registration fees. ________
12. Cost of fuel per year. (Estimate by dividing #4 by #5) ________
13. Multiply #12 by the present price of fuel. ________
14. Yearly cost of oil (Multiply the average number of miles per year (#4) by $.002 per mile. Answer is in dollars.) ________
15. Yearly cost of tires. (Multiply the average number of miles per year (#4) by $.01 per mile.) ________
16. Repairs and maintenance. Cost could be low for a newer car. An older car could be very expensive. (Multiply the averagemiles per year (#4) by $.04 per mile.) ________
17. Total cost per year (Add #10, #11, #13, #14, #15, and #16) ________
18. Total cost per mile. (Divide #17 by #4) ________

# Owning A Car Is Expensive

Owning a car is expensive. Costs include not only a monthly payment, but also insurance, taxes, licensing, gas, oil, maintenance, repairs, tires, etc.

Before you ever look at a car, carefully consider other alternatives.

List other possibilities here.

Even a year or two without the cost of a car would really be helpful in gaining financial security in the future, if you use the time wisely. If you MUST have a car consider the following FIRST:

1. Establish maximum dollars you have to spend on transportation per month. __________
2. Subtract the approximate amount you need for insurance, flexible expenses, and maintenance per month. __________
3. Identify the maximum dollars you can afford in monthly payments. This will help you decide how nice of a car you can afford to buy. __________
4. Look only for cars/etc. in that range.
5. Blue book price or market value can be obtained from a financial institution. __________
6. Read consumer magazines, etc. at the library to learn more about your purchase.
7. Ask opinions of others such as family, mechanics, parts people to find a reputable dealer.
8. Preferably you could use a savings account instead of borrowing the money. If not, arrange for finances in general, first.

## Evaluation

In the space below, list the most important things everyone should know before purchasing a car.

# Owning a Car is Expensive

If you MUST have a car consider the following FIRST:

1. Establish maximum dollars you have to spend on transportation per month. ________
2. Subtract the approximate amount you need for insurance, flexible expenses, and maintenance per month. ________
3. Identify the maximum dollars you can afford in monthly payments. This will help you decide how nice of a car you can afford to buy. ________
4. Look only for cars/etc. in that range.
5. Blue book price or market value can be obtained from a financial institution. ________
6. Read consumer magazines, etc. at the library to learn more about your purchase.
7. Ask opinions of others such as family, mechanics, parts people to find a reputable dealer.
8. Preferably you could use a savings account instead of borrowing the money. If not, arrange for finances in general, first.

## Journal Entry #3

*What can I learn about establishing a good credit rating from adults I know and respect? (Put their advice here)*

# Purchasing A Car

Many times a car is the first large credit purchase a person makes. How it is handled establishes many character traits that are tracked for future reference in business transactions. These character traits are hard to measure in tangible ways, but they are valuable resources when it comes to credit purchases. After each character trait listed below, write what you think it has to do with qualifying for and repaying a loan.

Trustworthy ____________________________________

Reliable ____________________________________

Dependable ____________________________________

Able to plan ahead ______________________________

Independent ____________________________________

Mature ____________________________________

Able to maintain a job __________________________

Honest ____________________________________

How does the development of these character traits contribute to a sound credit rating?

Some car dealers have a first time buyer plan for people with little or no credit rating who want to purchase without a co-signer. You need to be: 1) 18 years old, 2) working a full-time job—40 hours/week, 3) have worked on the job for 6 months, 4) be willing to buy the lowest priced car/truck, and 5) prove you have insurance.

Even so, financiers will look at the following when considering extending a loan. Which requirements do you meet now?

1. Length of time at present and previous address __________
2. Length of time on present and previous jobs __________
3. Amount of money you make ____________________
4. Percentage of income a car payment would be __________
5. Amount of bills you owe ____________________
6. Your previous credit rating ____________________
7. Amount of down payment you have (10% is helpful)________

# Car Insurance

Car insurance is a necessary and expensive part of car ownership. Perhaps your parents have already told you that. Usually when a teenage driver is added to the family car insurance, rates may increase 100%! Most states, require you to carry a minimum amount of coverage. Prices vary widely. The type of car you drive, your driving record, age, sex, where you live, and how much you drive will affect cost.

Work together in groups of 3-4 and pick three cars to call about car insurance—use your own family car or one you would be interested in buying. Get the cost of full coverage insurance from two companies with different deductibles. Compare your information with the class.

## Basics About Auto Insurance

**Step 1**—Know about the six basic auto insurance coverages:

- Bodily injury liability—pays for legal defense and damages assessed if your car injures or kills someone.
- Property damage liability—pays claims and defense costs if your car damages the property of others.
- Medical payments insurance—pays for medical expenses resulting from accidental injuries. Covers you as well as other passengers in your car.
- Uninsured motorists protection—pays for damages to injured persons which are caused by uninsured motorists or hit-and-run drivers.
- Collision insurance—pays for damages to your car resulting from a collision with another car.
- Comprehensive physical damage insurance—pays for damages when your car is stolen or damaged by fire, flooding, hail or other perils, but not in collision with another car.

**Step 2**—Shop around. Many companies sell auto insurance. Compare prices. Ask agents, brokers, or insurance companies for price comparisons.

**Step 3**—See if you can lower your insurance rates. Many companies offer discounts to people who have passed an approved driver education course or who have a B grade average or better.

**Step 4**—Investigate the types and amounts of coverage you need. For example, if your car is not worth much, you may not want to buy collision coverage.

**Step 5**—Look for an insurance agent, broker or company representative that you trust. Ask friends or relatives, or consult the telephone book. Ask questions.

**Step 6**—Read your policy. As a contract, an insurance policy creates obligations for both you and the insurance company. You must give your insurer complete, accurate and timely information about any accident or ticket. Before you sign anything, go over the policy and any confusing language with your insurance representative.

***Car #1 type and year***

____________________

*Insurance #1* __________

*Insurance #2* __________

***Car #2 type and year***

____________________

*Insurance #1* __________

*Insurance #2* __________

***Car #3 type and year***

____________________

*Insurance #1* __________

*Insurance #2* __________

## Journal Entry #4

*What surprises me most about owning a car after looking at all the expenses is . . .*

# Car Maintenance

Once you purchase a car, you must give it proper maintenance and care to prevent costly repair bills. Proper care can increase the life of the car and prevent many problems that may occur. Call a local garage and fill in the estimated dollar amount for the repairs in each column.

| Last straw repairs like these . . . | | Might be prevented by maintenance jobs like these . . . | |
|---|---|---|---|
| Complete overhaul of engine | $______ | Check oil and add as necessary | $______ |
| | | Change drive belts | $______ |
| | | Change a hose | $______ |
| | | Test cooling system for leaks | $______ |
| Transmission overhaul | $______ | Check transmission fluid level and add as necessary | $______ |
| | | Change transmission fluid and filter | $______ |
| Replace piston rings and bearings | $______ | Change air filter | $______ |
| | | Change oil and oil filter | $______ |
| Valve job | $______ | Adjust valves where required | $______ |
| Turn down or replace brake drums and/or rotors | $______ | Check brake linings and/or pads and replace | $______ |
| | | Front end overhaul (including new ball joints and tie rod ends) | $______ |
| | | Lubricate chassis | $______ |

## Flexible Expenses

Flexible expenses include such things as gas, oil, lubricants, cleaning supplies, maintenance, tires, etc. Go back to the worksheet on the costs of owning a car. Identify an approximate monthly cost to operate a car. Have several of your classmates give their numbers and average them to get a realistic figure. Write it in the space below.

$__________ average monthly cost

# Car Maintenance

| **Last straw repairs like these . . .** | **Can be prevented by maintenance jobs like these . . .** |
|---|---|
| Complete overhaul of engine $ | Check oil and add as necessary $ |
| | Change drive belts $ |
| | Change a hose $ |
| | Test cooling system for leaks $ |
| Transmission overhaul $ | Check transmission fluid level and add as necessary $ |
| | Change transmission fluid and filter $ |
| Replace piston rings and bearings $ | Change air filter $ |
| | Change oil and oil filter $ |
| Valve job $ | Adjust valves where required $ |
| Turn down or replace brake drums and/or rotors $ | Check brake linings and/or pads and replace $ |
| | Front end overhaul (including new ball joints and tie rod ends) $ |
| | Lubricate chassis $ |

# Whose Responsibility?

It's a good idea to discuss with your parents/guardian whose role it will be to provide for transportation when you live on your own. Use the "Transportation Questionnaire" when you talk to your parents.

## Transportation Questionnaire

1. Who is responsible to pay for my transportation once I'm on my own?

2. How much money will I have on a regular basis that can be allocated per month for transportation?

3. If I'm seriously considering a car, I will LOOK carefully at the total costs involved. These are my parents comments after going over the worksheet on buying and operating a car:

4. How much will it cost for insurance? Who will insure me?

5. How will insurance be affected by:
   - car registration name,
   - annual mileage,
   - age,
   - marital status,
   - driving record,
   - type of car,
   - type of coverage desired,
   - being a student,
   - good grades,
   - full-time employment

6. How will the amount of trust other people have in me affect my transportation opportunities?

7. Have your parent/guardian answer this question: "If you could give your son/daughter one short piece of advise about transportation what would you say?"

Parent/Guardian Signature ______________________________

# LESSON D

## Resources and Transportation

**FOCUS:** Assess resources available for providing personal transportation.

**ACTIVITIES:**

1. Have a class discussion on resources. Ask students, "What resources do you have now that will help you with transportation?" and "What resources do you need to acquire to help with your transportation?" Divide the class into small groups. Give each group a numbered card with a resource written on it. Ask them to tell the class how the proper use of that resource will help in solving transportation problems.

| Resource: | How resource helps: |
|---|---|
| 1- Time | 1- Use your time to get a higher education or advanced training which would increase your earning potential which would allow you to use more money for transportation.<br>My Dad knows how to fix brakes, maybe if I mow the lawn for him, he would have time to teach me how to fix my brakes. |
| 2- Energy | 2- Physical fitness allows you to walk more which doesn't cost money but does cost time. |
| 3- Skills | 3- Because of my hobby and interest in fixing motors, I could learn how to fix my carburetor myself. |

# LESSON E

## Practical Reasoning and Transportation

**FOCUS:** Solve a transportation problem using practical reasoning.

**ACTIVITIES:**

1. Students will solve a transportation problem by going through the practical reasoning process. Use Student Handout, "Practical Reasoning." Below is a brief example of how to use practical reasoning to solve a problem. Encourage the students to indicate all their circumstances that affect this problem and to brainstorm as many alternatives as possible. In addition, have the students state what consequences each alternative has for their family and other relationships.

   Example:

   1. Transportation problem: No transportation to work.
   2. Reasoning process:

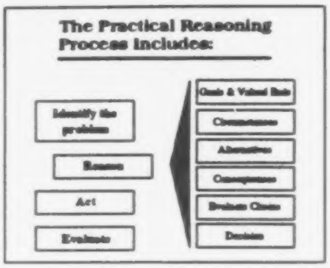
      Goals: To get to work.
      Circumstances: Don't have a car.

      | Alternatives: | Consequences: |
      |---|---|
      | Walk to work | Takes an hour each way |
      | Buy a car | Will have to get into debt |
      | Ride the bus | Costs $5 round trip |
      | Get a ride from a friend | Out of her way |

      Evaluate alternatives: The most practical and still save money for school is to take the bus. Also will not inconvenience anyone else.
      Decision: Decide to ride the bus to work.

   3. Action: Buy a bus pass and find out bus schedule.
   4. Evaluate: After one month you figure out you are saving $150 a month by riding the bus instead of buying a car. Riding the bus is the best thing to do.

# Practical Reasoning!


The Practical Reasoning Process Includes:
Identify the problem
Reason
Act
Evaluate
Goals & Valued Ends
Circumstances
Alternatives
Consequences
Evaluate Choices
Decision

1. **Identify a transportation problem.**

2. **Reason:**

- What are your circumstances?

- What are some alternatives to consider and what are the consequences for you and others?

- Evaluate your alternatives.

- Make a decision.

3. **Act- carry out your decision.**

4. **Evaluate.**
Decide if your decision needs to be changed.

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# Test Bank

**True or False**

1. ____ Transportation decisions only concern myself.
2. ____ Once a car is bought the only cost is for gas.
3. ____ A car salesman is always trying to rip you off.
4. ____ New cars can break down just like used ones.
5. ____ Insurance rates are 3 times as high for teenagers.

6. List 3 pros and 3 cons for buying a new and used car.

| **Pros** | **Cons** |
|---|---|
| 1. ________________________ | 1. ________________________ |
| 2. ________________________ | 2. ________________________ |
| 3. ________________________ | 3. ________________________ |

7. Besides buying the car, list four other expenses of having a car.

1. ________________________________________
2. ________________________________________
3. ________________________________________
4. ________________________________________

8. If you are a first time car buyer and have little or no credit rating, what five things will the car dealer want to know about you?

1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________

9. What are the six basic auto insurance coverages? State whether each coverage is required by law.

| **Coverages** | **Description** |
|---|---|
| 1. Collision | a. pays for damages that are not the result of an accident |
| 2. Property damage liability | b. pays for expenses due to injuries |
| 3. Uninsured motorists protection | c. pays for damages if your car injures or kills someone |
| 4. Comprehensive | d. pays for damages to car that are a result of an accident |
| 5. Medical payments insurance | e. pays for costs if your car damages the property of others |
| 6. Bodily injury liability | f. pays for damages to people by hit-and-run drivers |

10. Name 3 basic car maintenance jobs that prevent major car repairs.

1.
2.
3.

11. Explain what a deductible is.

## Transportation Test Bank Answers

1. F
2. F
3. F
4. T
5. T

| 6. Pros for new car | Cons for new car |
|---|---|
| you are the original owner | expensive |
| warranty | depreciates quickly |
| less problems | more possessive of a new car |

7. insurance, maintenance, gas, oil

8. need to be 18 years old
   work full-time
   worked for past 6 months
   willing to buy lowest priced vehicle
   show proof of insurance

9. 1-d no, 2-e yes, 3-f yes, 4-a no, 5-b yes, 6-c yes

10. check and change oil and filter
    check and change transmission fluid and filter
    check brakes

11. A deductible is a sum of money that the owner of the car has to pay for car repairs first before the insurance will pay any money.

Life Management:
Moving Out!

# Unit Eight

*In this unit students will:*

- *Examine the influence of goals and values on decisions about financial management,*
- *Recognize the impact of financial decisions on relationships with others,*
- *Evaluate their role as a financial manager,*
- *Choose ways of using resources to meet their financial needs.*

## Financial Management

## RESOURCE LIST
### Unit 8: Financial Management

| Lesson | Student Handouts | Other Teaching Materials | Teacher Information | Transparency Masters |
|---|---|---|---|---|
| A: | "Financial Survival"<br>"Financial Fitness Quiz"<br>"Needs & Wants Influence Money Decisions"<br>"Financial Priorities"<br>"Short-Term & Long-Term Goals"<br>"Personal Values"<br>Focus Group" | Video: "Winning the Money Game" | "Values About Money"<br>"The Complexities of Goal Attainment" | |
| B: | "'Is This Real?' Soaps" | Film: "Money Tree" | "Finances Affect Relationships" | |
| C: | "Beginning A Career"<br>"Budgeting Money"<br>"Your Own Spending Plan"<br>"Managing a Checking Account"<br>"Keeping a Check Register"<br>"Reconciling Your Account"<br>"The Cost of Being a Senior" | Guest Speaker on Insurance and Finances<br>Federal & State Tax booklets and forms<br>Rich on Any Income James P. Christensen & Clint Combs with George Durrant, SLC. Shadow Mountain, 1985. Cost: $9. | "Setting Goals & Objectives"<br>"Tracking Income & Spending"<br>"Rich on any Income"<br>"Credit & Credit Ratings"<br>"A Reader's Theatre" | |
| D: | "Money Management"<br>"Skill in Managing Finances" | | | |
| E: | Practical Reasoning | | Practical Reasoning and Finances | |

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# Unit Eight

*Suggested time for unit: ten 50-minute periods*

*Finances*

**PRACTICAL PROBLEM:** Finances

**UNIT PROBLEM:** What should I do regarding financial management?

**LESSONS:**

A. Examine the influence of goals and values on decisions about financial management.

B. Recognize the effect of financial decisions on relationships with others.

C. Evaluate role as a financial manager.

D. Assess ways of using resources to satisfy financial management needs.

E. Solve a financial problem using practical reasoning.

F. Test Bank

| **VALUE ASSUMPTIONS:** (Unit rationale) | **GUIDING TOPICS:** (Content) |
|---|---|
| **Lesson A:**<br>**SUB-PROBLEM:**<br>Goals and values influence decisions about financial management. | Needs vs. wants<br>Prioritizing<br>Identifying goals, values, attitudes, philosophies about money |
| **Lesson B:**<br>**SUB-PROBLEM:**<br>Relationships are enhanced by responsible financial management. | Impact of finances on relationships<br>Commitment |
| **Lesson C:**<br>**SUB-PROBLEM:**<br>Individuals need to think critically about *what* tasks are included in the role of financial manager and *who* should perform each task. | Training for or beginning a career.<br>Making a spending plan or budget.<br>Meet insurance needs.<br>Start a savings plan.<br>Maintain a checking account.<br>Establish a credit record. |
| **Lesson D:**<br>**SUB-PROBLEM:**<br>Money is a limited resource for financial managers. | Money management |
| **Lesson E:**<br>**SUB-PROBLEM:**<br>Practical Reasoning | Solve a financial problem. |

# LESSON A

## Goals, Values, and Finances

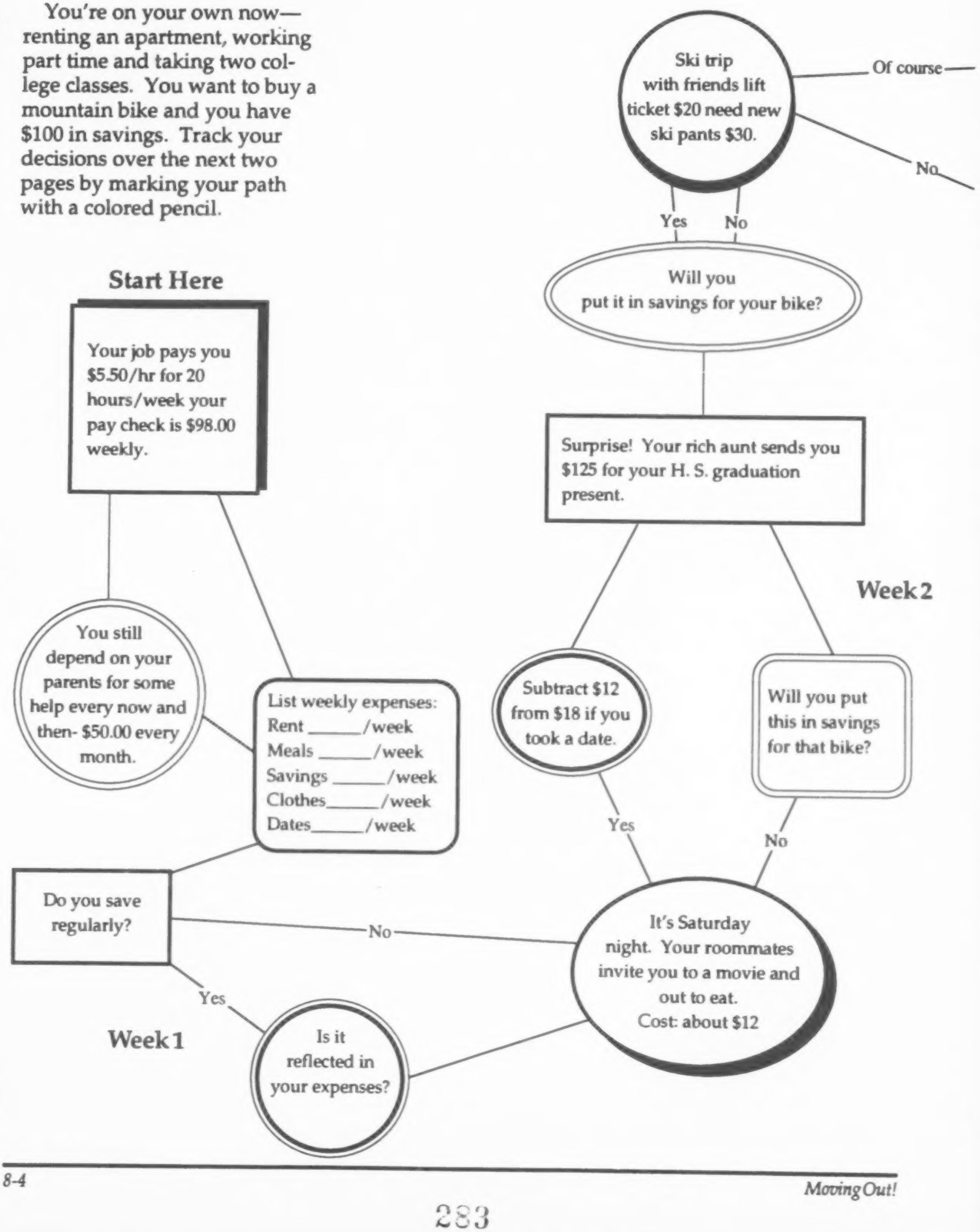
**FOCUS:** Understand goals and values about money, in order to evaluate how they influence financial management decisions.

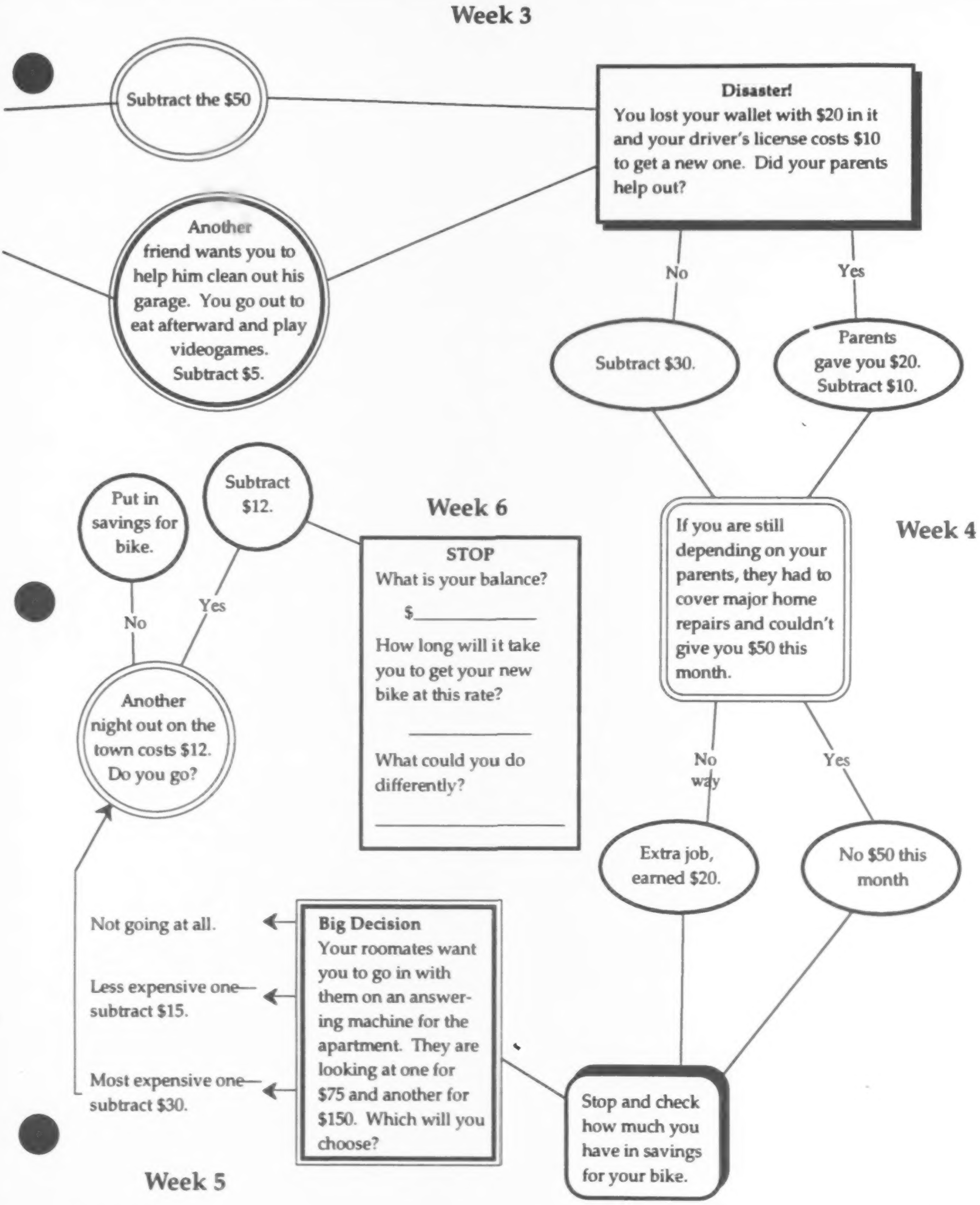
**ACTIVITIES:**

1. Introduce the unit on finances by playing the "Financial Survival" game (Source: USAA). Use Student Handout, "Financial Survival." Another good introduction is the video: "Winning the Money Game" (Available from MMI, Household International, 2700 Sanders Road, Prospect Heights, IL 60070, Cost: $12). Or, have students take "Financial Fitness Quiz."
2. Students will analyze their financial needs and wants. This is the first step toward sound financial managment. Use Student Handouts, "Needs and Wants Influence Money Decisions."
3. Students will set priorities by examining goals and values about money. When needs and wants exceed income, priorities must be established. Use Student Handout, "Financial Priorities."
4. Students will learn that some items require long-term financial goals while others are short-term. Use Student Handout, "Short-term and Long-term goals."
5. Students will evaluate how their personal values about money are learned in the family. Use Student Handout, "Personal Values."
6. Students will recognize that their values about money affect their behavior in money management and also that their behavior may or may not match their values and goals. Use Teacher Information, "Values About Money."
7. Students will learn that being clear about personal money values and goals help them make better decisions about spending. It also contributes to an overall feeling of well-being. Use Student Handout, "Focus Group."
8. Students will identify how family financial goal attainment is more involved than individual goal attainment. Use Teacher Information, "The Complexities of Goal Attainment."

## "Financial Survival"

You're on your own now—renting an apartment, working part time and taking two college classes. You want to buy a mountain bike and you have $100 in savings. Track your decisions over the next two pages by marking your path with a colored pencil.


Start Here
Your job pays you $5.50/hr for 20 hours/week your pay check is $98.00 weekly.
You still depend on your parents for some help every now and then- $50.00 every month.
List weekly expenses:
Rent ______/week
Meals ______/week
Savings ______/week
Clothes______/week
Dates______/week
Do you save regularly?
No
Yes
Week 1
Is it reflected in your expenses?
It's Saturday night. Your roommates invite you to a movie and out to eat. Cost: about $12
Yes
No
Subtract $12 from $18 if you took a date.
Will you put this in savings for that bike?
Week 2
Surprise! Your rich aunt sends you $125 for your H. S. graduation present.
Will you put it in savings for your bike?
Yes
No
Ski trip with friends lift ticket $20 need new ski pants $30.
Of course
No


Week 3
Subtract the $50
Disaster!
You lost your wallet with $20 in it and your driver's license costs $10 to get a new one. Did your parents help out?
Another friend wants you to help him clean out his garage. You go out to eat afterward and play videogames. Subtract $5.
No
Yes
Subtract $30.
Parents gave you $20. Subtract $10.
Week 4
If you are still depending on your parents, they had to cover major home repairs and couldn't give you $50 this month.
No way
Yes
Extra job, earned $20.
No $50 this month
Stop and check how much you have in savings for your bike.
Big Decision
Your roomates want you to go in with them on an answering machine for the apartment. They are looking at one for $75 and another for $150. Which will you choose?
Not going at all.
Less expensive one—subtract $15.
Most expensive one—subtract $30.
Week 5
Another night out on the town costs $12. Do you go?
No
Yes
Put in savings for bike.
Subtract $12.
Week 6
STOP
What is your balance?
$
How long will it take you to get your new bike at this rate?
What could you do differently?

# FINANCIAL FITNESS QUIZ

Are you financially fit? Do you know what you need to know about earning, spending and saving money? Check your financial fitness by answering the following questions. Just write the letter of the correct answer in the blank to the right of the question. A Financial Fitness peer educator will check your score and explain any answers you do not understand. Good Luck!

1. By the time teenagers graduate from high school, approximately 8 out of 10 have had jobs.
   a. true b. false ____

2. The most common jobs for senior high school students are store clerk and fast-food restaurant worker.
   a. true b. false ____

3. In a lifetime of work, the average teenager can expect to earn:
   a. $50,000-300,000 b. $300,000-700,000
   c. $700,000-1,000,000 d. more than $1 million ____

4. The national minimum wage is:
   (fill in amount). ____

5. Jill works 15 hours a week at $3.60 and hour. Jack works 12 hours a week at $4.20 an hour. Who earns more?
   a. Jill b. Jack ____

6. People who have plenty of money don't need a financial plan.
   a. true b. false ____

7. Research indicates that, on the average, teenagers spend approximately
   a. $500-1,000 b. $1,000-2,000
   c. $2,000-3,000 d. $3,000-4,000 on themselves each year. ____

8. When making your personal finance plan, count only take-home pay as income.
   a. true b. false ____

9. Textbooks spell out exactly what percentage of income every teenager should spend on entertainment, food, clothing, and school supplies.
   a. true b. false ____

10. Jack's take-home pay is $40 a week, and he saves $4. Bob's take-home pay is $70 a week, and he saves $6. Who saves a higher percentage of his income?
    a. Jack b. Bob ____

11. A good sign of a product's quality is its price.
    a. true b. false ____

12. Some products are less expensive at one time of the year than another.
a. true b. false ____

13. Most teenagers spend:
a. none b. $1-15 c. $15-35
d. $35-50 of their parents' income on groceries and other household products each week. ____

14. If apples are cheaper by the dozen, the best buy in apples would be a dozen.
a. true b. false ____

15. Store A is offering 20% off on its $35 running shoes. Store B is offering %25 off its $40 price for the same shoes. Which store offers the lower price?
a. Store A b. Store B ____

16. Approximately half of all American teenagers do not save money, even for something special.
a. true b. false ____

17. Because most banks charge fees for writing checks, it is better to pay bills with money orders.
a. true b. false ____

18. Charge cards are rarely issued to a minor.
a. true b. false ____

19. Bank credit cards usually charge a lower interest rate on overdue accounts than a bank would on a loan.
a. true b. false ____

20. If a savings account pay 6% interest compounded monthly, the annual yield is:
a. 6% b. 6.17% c. 7% d. 10% ____

21. On the average, Americans save approximately:
a.2-5% b. 5-10% c. 10-15% d. 15-20% of their after-tax income ____

22. A teenager is more likely to have a:
a. checking account b. savings account c. credit card ____

23. Federal law states credit unions, banks and savings institutions must pay the same interest rates.
a. true b. false ____

24. Stocks and bonds are very good investments for teenagers because you don't have to pay taxes on dividends and interest.
a. true b. false ____

25. A bank will lend you $2,000 at 8% for two years to buy a car. The dealer will lend you the money at 7% for three years. If you want to pay as little interest as possible, from which should you borrow the money?
a. bank b. dealer ____

26. Two can live as cheaply as one.
a. true b. false ____

27. For every dollar earned by men, women earn:
a. less than 70 cents. b. 70-80 cents c. 85 cents to 1$d. more than $1 ____

28. If you make a $2,000 Individual Retirement Account contribution drawing 7% interest, in 30 years it will be worth approximately:
a. $5,000 b. $10,000 c. $15,000 d. $20,000 ____

29. In families headed by high school dropouts, the median family income is approximately two-thirds that of families headed by college graduates.
a. true b. false ____

30. If you drop out of school halfway through your senior year, you can get a job paying $140 a week. If you stay in school and graduate, you can get a job paying $180 a week. In two years, would you earn more working at $140 a week for 104 weeks (starting immediately) of at $180 a week for 86 weeks (starting after graduation)?
a. $140 for 104 weeks b. $180 for 86 weeks ____

## ANSWER KEY For "Financial Fitness Quiz"

1. **(a)** National surveys indicate 8 out of 10 seniors have held jobs during their high school years. (see *When Teenagers Work: The Psychological and Social Cost of Adolescent Employment*, by Ellen Greenberger and Laurence Steinberg, Basic Books, 1986).

2. **(a)** National surveys indicate retail and restaurant jobs are the most common types of jobs held by teenagers (see reference above).

3. **(d)** A high school graduate will earn an estimated $1 million in a lifetime.

4. **($3.35 in mid-1987)** From 1981 until late 1987, the minimum wage has been $3.35. Check with your local employment office for current figures.

5. **(a)** Jill's hours (15) multiplied by her hourly wage ($3.60) equals $54 a week. Jack's hours (12) multiplied by his hourly wage ($4.20) equals $50.40, a weekly income $3.60 lower than Jill's.

6. **(b)** One of the purposes of a financial plan is to help make the best possible use of money, whether large or small amounts.

7. **(b)** These figures are based on statistics reported by Teen-Age Research Unlimited in the December 1986 issue of *American Demographics*.

8. **(b)** You should count all sources of regular or expected income including your take-home pay, allowance, payment for odd jobs, gifts of money you receive on your birthday or other holidays, interest on savings or investments, profits from your business.

9. **(b)** No textbook gives a detailed spending plan that fits everyone's needs.

10. **(a)** Jack's savings ($4) divided by his take-home pay ($40) show he is saving 10%. Bob is saving approximately 8.5% of his take-home pay.

11. **(b)** Price does not always determine quality. Many factors, including the cost of advertising, freight and overhead, are used in setting prices.

12. **(a)** Many products have sale seasons, and prices generally go down as new models-of cars, computers, clothing, etc. -enter the market.

13. **(c)** A 1985/86 Teen-Age Research Institute survey indicates that 12-15 year olds spend approximately $20 for the family and 16-17 year olds approximately $31.

14. **(b)** A dozen is not the best buy if some would be wasted.

15. **(a)** Store A will take off 20% (.20 x $35 = $7; $35 - $7 = $28). Store B will take off 25% (.25 x $40 - $10; $40 - $10 = $30). Store A's price is $2 lower than Store B's.

16. (a) The figures come from a study reported in "Premature Affluence: Do High School Students Earn Too Much?" by Jerald G. Bachman, Survey Research Center, University of Michigan, *Economic Outlook USA*, Summer 1983.

17. (b) Many banks charge no fees or minimal fees for checks. Money orders have a fee attached, and it's usually higher than checking account fees.

18. (b) Many local businesses, particularly department stores and gas stations, issue charge cards to minors, but usually only if their parents sign a statement taking responsibility.

19. (b) Bank credit cards usually carry very high interest rates - sometimes more than 20%. Bank loan rates usually are 5% to %10 lower than credit card rates.

20. (b) The monthly compounding of interest (adding the interest earned that month to the amount deposited so you draw interest on interest) increases the amount earned.

21. (a) In 1986, the personal savings rate was 3.8% of after-tax income. The rate in 1982 was 6.8%.

22. (b) A 1985-86 Teen-Age Research Institute survey reports that 74% have savings accounts. 17% have checking accounts and 12% have credit cards available to them.

23. (b) Rates may vary among all three and within any of the three.

24. (b) Age does not exempt anyone from paying taxes on dividends and interest, but teenagers usually pay lower rates because their total income is less than that of adults.

25. (a) Lenders figure interest in different ways for cars, but generally the shorter period will keep your total interest lower.

26. (b) Two people living together can live more cheaply than two people living independently, but not as cheaply as one.

27. (a) The Bureau of Labor Statistics reported women's earnings have risen from 61 to 62 cents of every dollar earned by men in the 1970s to 69 cents in the mid-1980s.

28. (c) If the interest rate remained constant at 7%, the interest added on each year would bring the total to approximately $15,000.

29. (a) The 1986 *Statistical Abstract of the United States* gives a median income of $14,849 for those who dropped out of high school after one to three years, $22,418 for high school graduates and $37,147 for college graduates.

30. (b) The graduate would earn (86 x $180 = $15,480). $720 more than the dropout (104 x $140 = $14,560).

## How did you do?

**Count one point for each correct answer.**

Financially fit -26-30
In fair shape -21-25
Need to work out - 16-20
Financially flabby - 11-15
Help! - 1-10

## CORE ISSUE 8

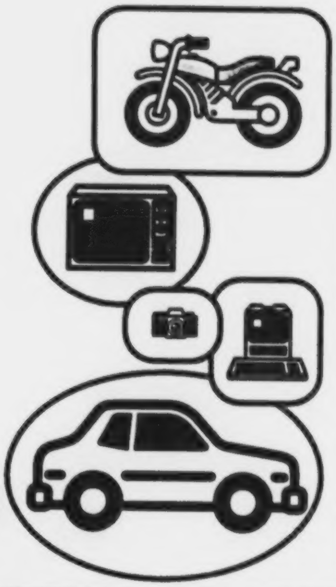
*What do I need to know regarding financial management?*

# "Needs and Wants Influence Money Decisions"

We live in a nation of abundance. When people visit the U. S. from other countries, they are astounded at the variety of choice in department stores and grocery stores. Families often have 2 cars, a stereo or CD player, a color TV (even more than one TV), microwaves, VCR's, video recorders, cameras, skis, telephone answering machine, a computer, tennis raquet.... At times it may be difficult to determine thedifference between what you actually need and what you really want.On the lines below write your needs. Do the same thing with wants.

Compare your answers with classmates.

| What's alike? | What's different? |
|---|---|
| | |
| | |
| | |
| | |
| | |



**Use the following to further determine your needs and wants. Circle either want or need, then the item you'd choose.**

When on my own:

- I want/need money for a car
  - Dad's old one
  - Used car
  - New car
- I want/need money for movies
  - Newfeature
  - $1 movie
  - Video rental
- I want/need money for meals
  - Eating out
  - Eat at Home
- I want/need money for clothes
  - K-Mart Discount store
  - Dept. Store
  - Boutique/Specialty shop
- I want/need money for apartment
  - Live at home
  - Apt with roommates
  - Apt of own
- I want/need money to
  - Save for trip
  - Save for emergencies
  - Save for schooling
- I want/need money for job
  - Full-time
  - Part-time
  - Training/internship
- I want/need money for school
  - Scholarship
  - Loan
  - Work part time during school

## Journal Entry #1

*What's my biggest concern about money?*

*What's the thing I enjoy most about money?*

# "Financial Priorities"

Close your eyes and picture someone squeezing lemon juice in your mouth. Now picture yourself riding a bicycle down a hill into the wind on a hot day. These concepts are easy to imagine because you can experience them. The trouble with prioritizing financial choices is that we often do not define them in concrete terms—they are vague, cloudy ideas in our minds.

In the space below, write as specific a description as possible of your financial situation. Include: 1) your source of money, 2) major expenses.

Identify as specifically as possible your:

Financial values
1.
2.
3.
4.

Financial goals (Rank order these)
1.
2.
3.
4.

# "Short-term and Long-term Goals"

Financial goals can be short-term or long-term. Using credit has become an American pasttime—it often becomes an unanticipated long-term debt. Credit has bolstered our standard of living and the American economy. If not used wisely, it can bring serious financial difficulties. Categorize the items below as either short-term or long-term goals and include your own financial goals if they are not listed. Then consider whether you would go into debt or not and the dollar amount of cost.

| | Long term or short term? | In debt or not? | How much $? |
|---|---|---|---|
| Education | | | |
| Car | | | |
| Home | | | |
| Furniture | | | |
| Stereo | | | |
| Camera | | | |
| Business venture | | | |
| Food | | | |
| TV | | | |
| Clothing | | | |
| Travel | | | |
| | | | |
| | | | |

## Journal Entry #2

*How are my money values similar to or different from this family member's money values?*

# "Personal Values"

Often personal values about money are learned in the family, and reflect family values. Pick someone in your family and answer the following questions about how they relate to money.

Person________________________________________

1. Is money extremely important to them?

2. Would they change their values in order to obtain more money?

3. Does this person's attitudes about money indicate a need for status? security? power? survival? some other reason?

4. How are your money values similar to or different from this family member's values?

# "Values About Money"

Review the following situation and determine if Stan's behavior matches his values and goals.

Stan wants a college education and knows the only way he can attain this is to work and save his money. He has decided to save $100 each month. All of his friends have purchased cars recently and Stan reasons he will need a car for college. He finds a good buy which will take $50 from his savings each month. This means that he will only be able to save $50 a month for college. He may need to wait an extra year before he can begin school.

Can you think of a time when your behavior about money didn't match your values about money? Describe:

## Journal Entry #3

*What are some sacrifices I am willing to make to realize financial goals?*

# "Focus Group"

Divide the class up into groups of 4-6 people. Choose a "focus" person and a monitor—everyone else helps. As the focus person, give a choice in your life which involves a monetary decision. Questions will be asked by the helpers to assist you. Use the steps in the practical reasoning process to ask questions (goals/values? circumstances? alternatives? consequences? decision?) Use the focus group to help you make a decision.

Answer these questions after you were the focus person:

1. How do you feel about your decision?

2. Did you make sacrifices in reaching your decision?

3. Does your decision reflect your values?

4. Did you group help or hinder the decision-making process?

# "The Complexities of Goal Attainment"

While there are similarities between individual and family financial objectives, the individual objectives are often more complex. For instance, a family goal may be to provide clothing, where as the individual has to decide according to this own tastes and preferences and budget constraints—influenced not only specifically by the peer group, but also by advertising.

Develop a case study in which a family must decide on a financial goal. Then answer the questions below.

> Example: A family decides to plan a summer trip to Disneyland. In order to have money for the trip, the mom will have to work all summer and the 15 year old daughter, Julie, will have to tend the 3 younger children and be in charge of the housework. How will the summer really be? for Mom? for Julie? for the other family members? Is the trip worth the sacrifices? Should the family reconsider its goal?

1. Did values affect the goal choices? How?

2. Is the same process used (as for an individual)?

3. Were risks taken and sacrifices made? In what way?

4. Is it more difficult for a family to make goal decisions than an individual? If yes, why? If no, why not?

## LESSON B

### Relationships and Finances

**FOCUS:** Financial decisions affect our relationships and through responsible financial management our relationships can be enhanced.

**ACTIVITIES:**

1. Students will identify with the pain and reality of money and relationships. Finances influence relationships with family, friends, and business associates. Show the film "Money Tree" (1972, color, 20 min.) or a similar film. Use Teacher Information, "Finances Affect Relationships."
2. Students will participate in minidramas in order to understand the different roles money can play in relationships and how responsible or irresonsible money management affects relationships. Use Student Handout, "'Is This Real?' Soaps."

# "Finances Affect Relationships"

You may think when you get out on your own that no one will be affected by your money management. In reality, though, you may live with roommates while you're in college or first on a new job where you may share a phone and food expenses—and you may marry someday.

You could say, "Well, I'll deal with it when I need do." Knowing how you would react ahead of time (when you are not emotionally involved in the situation) gives you some important information about yourself. Review the following case study and answer the questions.

## "The Money Tree" *(available through BYU Media Services)*

Jerry and Ann started their marriage being in love and very happy, both having high hopes and desires for their future together. Each had graduated from high school and was working. What was most important to Jerry and Ann was that they were together and happy.

After they were married, they found an apartment and set up housekeeping. Perhaps the difficulties began here. Their friends had great furnishings for their homes, and they saw no reason why they shouldn't have these nice things as well. Although they didn't have a lot of money, they knew things would work out. They were so in love, it didn't matter if they lived oriental style and sat on the floor, or did it?

As they walked through town, signs advertizing easy credit and low payments attracted them to all kinds of furniture to fill their new apartment. It was easy and the small, monthly payments would be easy to make. Even though they knew the interest and moving charges cost them extra, it would be OK. All they had to do was sign the dotted line, and the furniture was theirs. So, within months, their apartment was filled and they felt they had a home.

As time went on, however, Jerry and Ann found things came up they had not planned on. The bills kept coming and the arguments more frequent. Then Ann fond out she was pregnant. It got worse. Eventually Jerry lost his job. They were stuck. Neither Jerry or Ann could find a way out of their situation. The thrill of their togetherness turned to bitterness as they struggled to make ends meet, cope with a first pregnancy, and unemployment all at once.

What are Jerry and Ann going to do?

Where did they go wrong?

How did money contribute to damaging their relationship?

# "'Is This Real?' Soaps"

Money can be part of relationships where people spend money to be together, buy gifts (or choose not to buy gifts) to enhance the relationship, or use money to attract others.

Participate in or observe the following minidramas in the "Is This Real" soap. Afterward, decide how money affected each relationship and how real the situation was.

## Roleplay #1

John doesn't have a job yet, but he does have a credit card his parents got him for emergencies. He buys flowers and expensive dinners for Alison, the girl he is dating.

**$?**
How real?

## Roleplay #2

Samantha wants to buy Larry a tape of his favorite singer for his birthday. If she does that, she won't have quite enough rent money.

**$?**
How real?

## Roleplay #3

Callie got asked to a formal dance by a guy she has been dying to date. One of her roommates has a formal she could borrow. Callie and her three roommates go window shopping for a formal and Callie finds one that is stunning—for $200! What will she do?

**$?**
How real?

## Roleplay #4

Tom and Emily have fallen in love and are thinking about marriage. Emily expects a fabulously expensive diamond engagement ring and takes Tom to look with her in an exclusive jewelry store. Tom is just finishing up a internship that required him to quit his job and take out a loan to meet living expenses.

**$?**
How real?

## Roleplay #5

Rick borrowed his roommate's ghettoblaster for an informal party at the lake. In the middle of a water fight, he realized it had been knocked into the water. Too bad, but it wasn't his anyway.

**$?**
How real?

# LESSON C

## Roles and Finances

**FOCUS:** Individuals need to think critically about what tasks are involved in the role of financial manager and who should perform the tasks.

**ACTIVITIES:**

1. Students will plan for their financial future by giving a description of a job that they would qualify for, projecting future career plans and talking to other adults about their expectations when they were younger. Use Teacher Information, "Setting Goals and Objectives" and Student Handout, "Beginning a Career."
2. Students will work through a budget to find out how a budget can be used to save money for the things they need most. Use Student Handouts, "Budgeting Money" and "Your Own Spending Plan," and Teacher Information, "Tracking Income and Spending."
3. Students will understand their insurance needs and how they can best meet those needs. Invite an insurance broker to speak to the class about health, auto, life, and other insurance needs.
4. Students will learn that by including savings as a regular part of their financial management plan they can reach long-term goals. Invite a banker or stock broker to speak the class on saving and investment strategies.
5. Students will learn the advantages for having a checking account and how to manage it. Use Student Handout, "Managing a Check Account," "Keeping a Check Register," and "Reconciling Your Account," and Teacher Information, "Rich On Any Income."
6. Students will identify the advantages and disadvantages of using credit. Before obtaining credit, have the students consider: the lender's reputation, interest rate and fees, kind of credit, time period involved, and monthly payment ability. Use Teacher Information, "Credit and Credit Ratings."
7. Students will understand how to file an income tax return. Obtain a federal and state tax booklet from a federal and state office. Fill out and "file" an tax form. Be sure to include a W-2 form.
8. Have students experience the role of financial manager. Use Student Handout, "The Cost of Being A Senior."
9. Have students participate in "The Richest Man in Babylon." Use Teacher Information, "A Reader's Theatre."

# "Setting Goals and Objectives"

A goal is a broad, general statement specifying what you want to accomplish either personally or financially. It gives direction to a plan of action, but does not spell out specific attainable or measurable achievements.

Relatively speaking, short-term goals focus on immediate satisfaction as defined by a one- to four-week time frame. You generally have many short-term goals. These might include making a good grade on the next history test, getting a new pair of shoes, or going out to dinner and a movie.

Medium-term goals focus on a two- to twelve-month time frame. You generally have fewer medium-term goals than short-term goals. A medium-term goal might be to buy a new stereo.

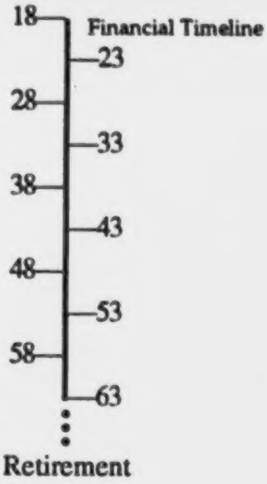
Long-term goals focus on a time frame of a year or more. They require delayed satisfaction and generally more time, money, and effort than short- and medium-term goals. A long-term goal might be to get the required education or training for a specific career.

An objective is a specific attainable and measurable achievement that reflects your values and for which you must plan and set aside resources. Objectives give definition to goals by providing the detail required to make a goal become reality. More than one objective may be needed to achieve a specific goal.

Goals are an important part of life, and their achievement serves to enhance your personal satisfaction. When a goal is achieved, you feel a sense of accomplishment and pride that increases confidence in your ability to make decisions and take action. That success then stimulates more goal setting, more success, and more self-confidence. Goal setting must take place to provide direction for planning and action. The goal-setting process involves determining your wants and needs based on your values and on outside influences.

To help you understand the process of planning through goal setting and decision making, record some of your short (1-4 weeks), medium (2-12 months), and long-term (more than one year) financial goals and objectives. Include a realistic time frame for the achievement of each objective, its estimated cost, and the weekly, or monthly amount of savings.

# "Beginning a Career"



In our western society, reaching 18 years of age is a benchmark—a measuring point. A foundation of basic education has been laid and each individual must decide how to meet future needs. This may include training for or beginning a career.

**TODAY**

In the space below write a description of a real job for someone with your age, training, and experience. Include pay, hours, requirements.

**1 YEAR LATER**

Think of someone you know who has been out of school for a year. Describe their job. List some advantages and disadvantages of the situation as it appears to you.

**10 YEARS LATER**

Imagine yourself ten years from now. Describe as specifically as possible your financial situation.

Will you begin this kind of job or pursue more education? Why or why not?

Ask another adult couple how many years they thought they would be employed when they were in high school, what type of job they thought they would have, pay, etc. How realistic has their goal been? Compare your expectations with theirs.

# "Tracking Income and Spending"

A budget is a systematic plan for managing your money during a given time period. The more realistic it is, the easier it will be for you to follow. Your budget will help you take control of your finances to ensure enjoyment of the things you value most.

A budget is planned for a specific time period. It can be one week, one month, or one year. It may be that thinking in terms of a one-year spending plan is a little overwhelming to you. On the other hand, you probably can adjust to thinking in terms of a one-week or one-month budget with relative ease.

Budgets do not have to be complicated and they do not have to require a lot of record keeping. You probably know what your weekly or monthly income and spending patterns are, and can anticipate very accurately the random expenses that come up in a given weed or month. From this information, you can expand your income and spending picture into a budget.

There are two simple parts to a budget: income and spending. Income is any money coming in, such as from one or more jobs, an allowance, interest received from an investment, or gifts. It is always a limited amount. Therefore, the amount you have for spending also is a limited amount.

Spending is using money for your wants and needs, such as paying yourself first, meeting financial obligations, and providing for food and entertainment. Income and spending must balance each other.

To help you prepare your budget, begin today to document your income and spending patterns. By making daily entries in a financial journal you will document your habits and will have the information necessary to expand into your own personal budget.

# "Budgeting Money"

A spending plan or budget controls how income is used so you have money for the things you need most. When you're on your own, you will require money for a number of fixed expenses such as rent, utilities, phone, insurance, gas for a car if you have one, and groceries. Other infrequent expenses may come up, including tuition, books, car repairs, and gifts. There is no approved spending plan. Money is spent differently by different people because personal values are not the same. You can also adjust the plan to fit changes in your personal life. Planning wisely lets you have choices that help you avoid debt.

Work through #1 Spender's budget with a partner and answer the questions below.

| #1 SPENDER MONTHLY INCOME | MONTHLY EXPENSES | |
|---|---|---|
| $1,200 | Federal taxes | $180 |
| | Rent | 320 |
| | Utilities | 65 |
| | Car insurance | 50 |
| | Food | 250 |
| | Gas (car) | 60 |
| | TOTAL | $925 |

1. What is #1 Spender's spendable income?
2. How can it be used?
3. Circle the expenses #1 Spender could write a check for.
4. How does he manage life or health insurance, car repairs, doctor bills, or education expenses?
5. Can #1 afford a new car? What about insurance and gas?
6. Can #1 afford credit card debt? Assume an $800 credit card balance would have a minimum monthly payment of $35. How could he use the credit card?
7. How would having a savings account help #1 Spender?
8. What does getting a $200 raise do to #1 Spender's budget? What can he afford now?
9. How could #1 Spender change his budget?
10. Suppose #1 has finally received his college training after 4 years of night school. He now has to repay the student loan which usually takes 4-7 years. He will pay $100 monthly. What possible changes are there going to be in his budget?

## Journal Entry #4

*What I like most about a spending plan is . . .*

## Journal Entry #5

*I'm planning to save ___% of my take home pay every month.*

# "Your Own Spending Plan"

Create your own budget for when you're on your own using or adapting the suggested set up shown below. Income should exceed expenses.

**MONTHLY INCOME**

| | |
|---|---|
| Job | $__________ |
| Other | $__________ |
| | $__________ |
| | __________ |

**MONTHLY EXPENSES HERE**

| | | |
|---|---|---|
| Fixed | Savings | $__________ |
| | Rent | $__________ |
| | Car | $__________ |
| | Insurance | $__________ |
| Flexible | Telephone | $__________ |
| | Groceries | $__________ |
| | Clothing | $__________ |
| Infrequent | Tuition | $__________ |
| | Books | $__________ |
| | Car Repairs | $__________ |
| TOTAL | | $__________ |

Consider the following counsel in relation to your projected budget. Insurance covers fianancial risks due to health, autos, disability, and death.

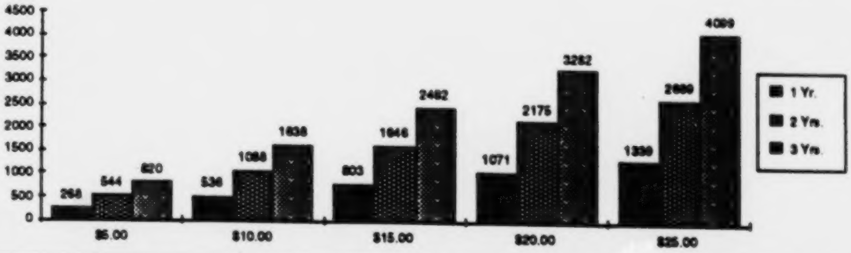
What insurance needs will you have when you live on your own?

How will your needs change as you get older?

Savings as a regular part of your financial management enables you to reach long-term goals. There are always excuses for someone not to save and it's easiest to think only of today. The real challenge is to be future oriented. Plan for your future by setting goals and saving the money you need to reach them.

What's your excuse for not saving?

*The graph to the right shows how much you would have by saving $5, $10, $15, $20, or $25 per month for one to three years.*



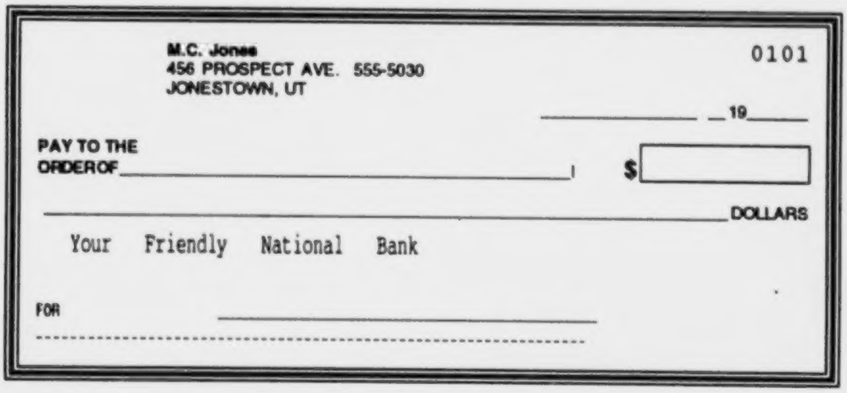
# "Managing a Checking Account"

According to most state laws, to be able to open a savings account, you must have a Social Security number and proper identification. To open a checking account, you must be 18 or married (if under 18), have a Social Security number, and proper identification. If you do not meet these minimum requirements, you are usually required to have an adult co-signer.

Opening a checking account requires a signature card. It contains a sample of your legal signature and any other authorized signatures.

Follow the steps below to complete the blank check shown.

1. Enter the date
2. Enter the name of person or firm to whom the check is to be paid.
3. Enter in numbers the amount of the check.
4. Write the amount of the check in words, starting at the far left. To prevent any insertion of words that might increase the amount, fill the remaining space with a horizontal line. All amounts are written in dollars and fractaions of dollars. A check for $20.85 is written "Twenty and 85/100."
5. Sign the check the same way you signed the bank signature card.
6. Use the memo line to remind you later why you wrote the check.



**M.C. Jones**
456 PROSPECT AVE. 555-5030
JONESTOWN, UT

0101

____________ 19____

PAY TO THE ORDER OF________________________ $

______________________________ DOLLARS

Your Friendly National Bank

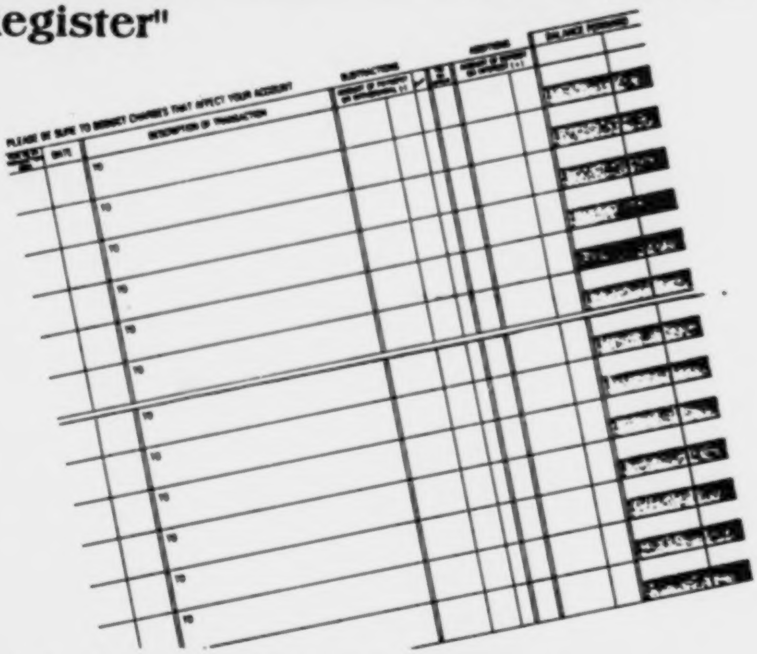
FOR ____________________

*Good reasons for having a checking account:*

- *eliminate the risk of carrying cash, losing it, or being robbed.*
- *convenient way to pay for large purchases.*
- *readily acceptable as cash especially when large sums of cash may be questionable.*
- *saves time by being able to see balance instantly instead of counting cash.*
- *saves money if an interest-bearing account.*
- *provides a record of expenditures*
- *preferred method of payment for mail transactions.*

# "Keeping a Check Register"

You opened a regular checking account. You will be charged a service charge of $2.00 per month regardless of the balance or the number of checks written. Record all the following transactions in the checkbook register to the right.

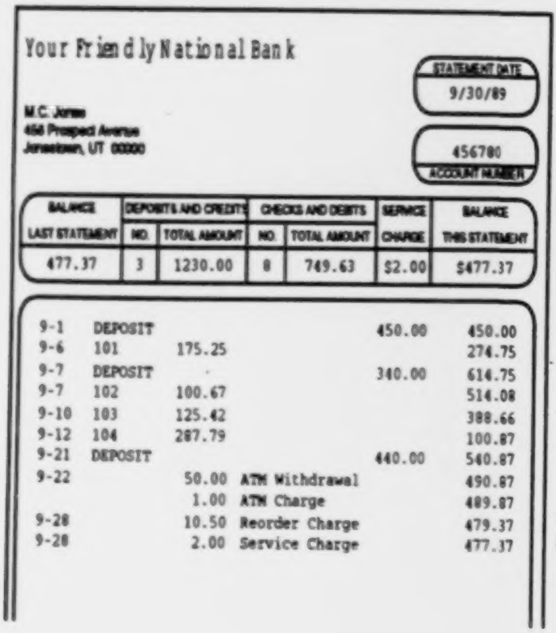

PLEASE BE SURE TO DEDUCT CHARGES THAT AFFECT YOUR ACCOUNT
DATE
DESCRIPTION OF TRANSACTION
SUBTRACTIONS
ADDITIONS
BALANCE FORWARD

- On September 1 you opened your account with a $450 deposit.
- On September 6 you wrote a check to ValleyWide Apartments for $175.25 to cover your share of rent and utilities.
- On September 7 you received a paycheck from your part-time job of $380 and deposited $340. You received the remaining $40 in cash.
- On September 7 you wrote a check to the Sound Store for $100.67 for a down payment on a stereo system.
- On September 10 you wrote a check for $125.42 to SureAuto Insurance for your car insurance payment.
- On September 12 you wrote a check for $287.79 to Valley Car Company for your car payment.
- On September 21 you deposited $440 from your $474 paycheck. You received the remaining $34 in cash.
- On September 22 you used your ATM card to withdraw $50 cash. Each ATM cash withdrawal costs you $1.
- On September 28 you need to enter $10.50 that was automatically deducted for the new checks you ordered.
- On September 30 you wrote a check for $65.35 to Betty's Boutique for a clothing purchase.

BEST COPY AVAILABLE

# "Reconciling Your Account"

Balance your checkbook register using the checks entered from the previous exercise. Make sure you entered ALL deposits and deductions.



Your Friendly National Bank

STATEMENT DATE 9/30/89

M.C. Jones
456 Prospect Avenue
Jonestown, UT 00000

456780 ACCOUNT NUMBER

| BALANCE | DEPOSITS AND CREDITS | | CHECKS AND DEBITS | | SERVICE | BALANCE |
|---|---|---|---|---|---|---|
| LAST STATEMENT | NO. | TOTAL AMOUNT | NO. | TOTAL AMOUNT | CHARGE | THIS STATEMENT |
| 477.37 | 3 | 1230.00 | 8 | 749.63 | $2.00 | $477.37 |

| | | | | | |
|---|---|---|---|---|---|
| 9-1 | DEPOSIT | | | 450.00 | 450.00 |
| 9-6 | 101 | 175.25 | | | 274.75 |
| 9-7 | DEPOSIT | | | 340.00 | 614.75 |
| 9-7 | 102 | 100.67 | | | 514.08 |
| 9-10 | 103 | 125.42 | | | 388.66 |
| 9-12 | 104 | 287.79 | | | 100.87 |
| 9-21 | DEPOSIT | | | 440.00 | 540.87 |
| 9-22 | | 50.00 | ATM Withdrawal | | 490.87 |
| | | 1.00 | ATM Charge | | 489.87 |
| 9-28 | | 10.50 | Reorder Charge | | 479.37 |
| 9-28 | | 2.00 | Service Charge | | 477.37 |

Follow the directions below to see if your balances agree.

1. Record the balance in your check register. ______
2. Subtract any service charges. ______
3. Add any dividends your account earned. ______
4. This is your register balance. ______
5. Start with the end balance of the statement ______
6. Add recent deposits not on the statement. ______
7. Subtract ATM withdrawals and the total of all checks written but not cleared. ______
8. This is your new bank balance. ______

**If your account is reconciled, lines 4 and 8 should be the same. If they're not the same and you can't find the mistake, ask your banking institution for help.

**M.C. Jones**
456 PROSPECT AVE. 555-5030
JONESTOWN, UT

0101

______________ __19______

**PAY TO THE**
**ORDER OF**________________________________________ $

________________________________________________________ **DOLLARS**

Your Friendly National Bank

FOR ______________________________

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

| NUMBER | DATE | DESCRIPTION OF TRANSACTION | PAYMENT/DEBIT (-) | | √ T | FEE (IF ANY) (-) | DEPOSIT/CREDIT (+) | | BALANCE | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | $ | |
| | | | $ | | | $ | $ | | | |
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REMEMBER TO RECORD AUTOMATIC PAYMENTS / DEPOSITS ON DATE AUTHORIZED.

# "Rich On Any Income"

"Rich On Any Income" combines budgeting strategy with the checking account concept. The idea is that a person budgets a certain amount of money for all their bills into different accounts e.g. food, gas, rent, clothes, recreation, savings, car payment, etc. Then each time money is spent it is deducted from the money budgeted for that account. For example, if I budget $200 for food for the month. When I go food shopping and spend $50 I will deduct $50 from my food budget, which will leave me $150 for the rest of the month. The idea is to budget the money I need for all my expenses without exceeding my income. Add another check register to your checkbook to provide a place to record budget amount and expenditures within each budget category. For example, use a separate page in the register for each budget category, make entries in pencil, erase at the end of each budget period and use again. Or, create your own booklet for keeping track of each budget category. The important thing is that the budget record should be with the check register so that each check is recorded twice– once in the checking balance and againg in the budget category. This is an excellent system for controlling spending!

Source: For more details and copies of "budget booklets," use Rich on Any Income, by James P. Christensen and Clint Combs with George D. Durrant, SLC: Shadow Mountain, 1985. Available in paperback for approx. $9.

## Journal Entry #6

*What will I do about using credit?*

# "Credit and Credit Ratings"

Buying on credit has become an accepted way of life in our society and many people look upon credit as another of their rights. IT ISN'T. Credit is a privilege as well as a great responsibility.

Credit isn't money and it isn't free. It's a convenience that lets you enjoy certain benefits now that you'll have to pay for later with an interest charge added on. It's important to keep your payments up-to-date. If you run into a problem because of unexpected difficulties, discuss it with your lender as soon as possible. Be careful not to take on more debt than you can handle. As a rule, personal debt shouldn't be more than 15% of your monthly take home pay.

Before loaning you money, lenders rate your "credit ability" by looking at the **4 Cs** of credit:

| | |
|---|---|
| **CAPACITY** .......... | is your ability to pay. |
| **COLLATERAL** .... | is anything that will provide the lender with some security if you don't make your payments. |
| **CHARACTER** ...... | is your personal reliability—whether you will act responsibly when using credit. |
| **CREDIT WORTHINESS** ... | is your credit history. It shows how you've handled your debts in the past. |

Even if you've had credit before, you can still be turned down when you apply for a new loan or credit card. For instance, if

- ✱ you've never lived "on your own" or not long enough at one address to have established a good record of rent and utility payments.
- ✱ you've missed a couple of payments.
- ✱ you've relied on someone else for credit such as your parents, your spouse or former spouse, and have no personal credit history.
- ✱ you may have too much to pay on your present charge accounts or loans. Or your income may not be high enough for another debt obligation.
- ✱ you're just starting out and have no personal property that could be used as security on a loan.
- ✱ a credit report shows you may not have held your present job long enough. Maybe this is your first job. Some lenders require two or even three years as evidence of stability.

With your class, discuss advantages and disadvantages of using credit.

| Advantages | Disadvantages |
|---|---|
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |

# The Cost of Being a Senior

*This In-basket technique offers experience in making consumer decisions. It will need to be updated to keep up with rising senior costs. The costs listed are for a small town during the year 1990.

Introduce the lesson as follows: "We are going to investigate the costs of being a senior. Probably most of you have heard seniors talk about the high costs of their last year in high school. Almost every month they are needing money for typical senior expenses such as pictures, graduation expenses, and activities. Meeting all these expenses is difficult for many students. The next activity will help you learn what these expenses are, and how to make decisions to be ready to meet these expenses.

"You are each to keep a written record of the hypothetical, or pretend income you have and how you spend it. This will represent the nine months of school, but will actually be done as a two-day activity with a financial accounting and evaluation on the last day. You may keep the record in any form you choose, but it must be written and brought to class, in order that we may compare our different decisions and view the final accounting."

"Your first decision is to select a way of obtaining money from those listed on the board. As you see, there are jobs with different earnings, an allowance, and the family `dole'. Choose one that is realistic for you."

Work: A maximum of 18 hours per week.

1. At a service station, a store, fast food restaurant, or farm work at $4.65 per hour.
2. Babysitting or housework at $2.00 per hour.

Other:

3. Receive an allowance of $10.00 per week.
4. Receive a family 'dole' as money is needed.

"You have realistically chosen how you will obtain the money you need. As you earn your money each month, record it. Remember the football player won't be able to work as much in football season, the farm worker has less to do in the winter, and the drive-in closes for vacation in January. These should show up in your earnings."

"We will assume you have worked or saved a little money this past summer, and you may begin your records with a credit of $50.00.

## September

Twenty one days of expenses for your lunches. The cafeteria costs $1.30 a lunch but you don't have to eat there. You may go to the Loaf'n Jug for lunch. What are your expenses?

If you go to Sunday school and/or church, do you contribute to the collection? If so, how much?

You have beginning school supply expenses of paper, pens, pencils, and notebooks. What do you buy, how much does it cost? Record.

You may buy an activity ticket for athletic events for $15.00 per year. This will get you into all athletic events free.

We have three football games and four volleyball games. It will cost you $1.50 to attend if you are not a player or a cheerleader, in the band, or have an activity ticket. Do you go? One of the football games is "away" and two of the volleyball games are "away." It will cost $1.50 to ride the spectator bus. Remember, the concession stands are open. What are your expenses if any?

Near the end of the month, the various school clubs collect their dues of $10.00 each. Record which ones you join and their expenses.

FHA has a pizza fund-raiser before a football game. Each slice of pizza sells for $.69. Do you go? How many do you eat?

Senior pictures are taken. You must pay $25.00 for a sitting. Record your expenses.

Did you stop at Loaf'n Jug on the way home? What are you expenses?

Credit yourself with your earnings, if you have not already done so. If you are a cheerleader, uniform rental is $50.00.

## October

Twenty one days of school lunch expenses. How much did you spend? Record.

The first payment on a yearbook is due. If you buy one, record an expense of $10.00. There is a Homecoming Dance. Tickets are $2.50 stag and $4.50 for couples. Do you go? Do you have a date? Any meals before or snacks afterwards? Most girls are getting new dresses, maybe shoes, too. Do you? Do you make your dress? As a boy, do you need a new shirt, tie, or shoes? Record any expenses involved for your particular situation.

Senior Play practice begins, after which nearly everyone goes to the Loaf'n Jug afterwards. If you are a member of the cast, do you go? You will practice five nights this month. What are your expenses, if any? Will this affect your job?

Do you make collection plate contributions at Sunday school and/or church, if you go? Record.

There are four football games this month, and six volleyball games, $1.50 each for students. Five games are "away" with bus expenses. Do you go? Buy any snacks? Record your expenses, if any.

Girls need two pair of nylons at $2.00 each. Do you buy them or do without?

The class is ordering senior keys at $20.00 each and memory books at $8.00 each. Do you order these?

Are you dating anyone? Record expenses for dates, movies, video rentals or games.

Record your earnings.

**November**

Twenty days of school. What are your lunch expenses?

Your football team made the play-offs. Student tickets cost $2.50 each. Activity tickets will not work. One game is away and the bus costs to ride. How many do you attend? Do you buy any snacks? What are your expenses?

You now need more paper, pens, and pencils. How many do you buy? How much do you spend? Record.

The senior play practice is held for fifteen nights this month. Do you have any after-practice snack expenses?

The Senior Play is given. Student cost is $1.50. Do you go? Take a date? Do you go out to eat before? Record your expenses.

The junior class is selling candy bars for $1.00 each for a money-making project. Do you buy any? If so, how many?

Record your earnings.

**December**

Just 16 days of school this month. Record your school lunch expenses.

Senior pictures arrive. If you have ordered any, your average cost will be about $150. Record your expenses, if any.

Do you buy any Christmas gifts? Can you make some of them or buy on pre-Christmas sales? What are your expenses?

There are seven basketball games. Student cost is $1.50 each. Three games are "away." Do you go? Buy any snacks? Record your expenses. After the game there is a dance. Cost is $2.50 stag and $5.00 a couple. Do you go out to eat?

National Honor Society is selling Christmas candles. Some are $3.00 and others are $3.50. Do you buy any? If so, record the amount.

Record your month's earnings, if you have not already done so.

Any church or Sunday school gifts? If so, record.

**January**

Twenty one days for school lunch expenses. Make a record of yours.

We have nine basketball games, four are "away." Expenses as before. Decide whether or not you will go to any or all. Remember we are nearing the end of the semester and those English IV term papers are due. Semester exams are not far off either. Do you go? Record your expenses as before.

FHA sponsors a Book Fair. There are many good paperback buys. Do you buy any books with such an opportunity?

Record your expenses.

**February**

Twenty one school days again this month. Record your lunch expenses.

BETA Club is selling different colored carnations for Valentine's Day. They are $1.50 each. Do you buy any. How many? Record the cost.

FHA sponsors a Sweetheart Dance. Cost $2.50 stag and $5.00 per couple. Do you go? Do you take a date? Do you buy any new clothes? Many of the girls are getting new dresses.

If you go to Sunday school and church, do you put anything in the collection? If so, record.

Eight basketball games this month, four of them "away." Expenses as before. How many games do you go to? Spend anything for snacks? Record expenses.

Record your earnings.

**March**

Twenty three school days this month. Record your school lunch expenses.

Just two basketball games this month. They are State Tournament games away from home. Admission is $2.50 for each game. Do you go? Record overnight expenses and food cost, if any.

The final payment of $10.00 is due on the yearbook. If you reserved one, make the final payment.

The band and the science classes also have trips, but only food costs are involved. If you go, what are your expenses for lunch and snacks? Record them.

The seniors are selling chocolate candy bars at $1.00 each. Do you buy any? How many? Record the costs.

If you each made contributions to your Sunday school and/or church, record them.

Record earnings for the month.

**April**

There are 20 days of school; record your lunch expenses.

Invitation, etc., order arrives. If you ordered any, pay the remaining half of the cost and record it.

The school choir makes a contest trip. You have no expenses except for snacks. If you go, did you spend anything? Record it.

Easter is this month and you had been planning on a new outfit. Were you able to save up enough money to buy it? Did you decide to make a dress? Record any cost involved.

Write down any contributions you made to Sunday school and/or church, if you want.

Record your earnings.

**May**

Junior-Senior Banquet and Prom are held. Most of the girls are buying two dresses (one formal costing between $75-$100 for prom and one for graduation), shoes, etc. Also they are buying flowers. What do you buy, if anything? If you are male, do you rent a tuxedo? What is the cost of a tux? A corsage for your date is around $15.00. Do you go out to eat afterward? What about transportation?

Twenty days of school this month. Record lunch expenses.

Caps and gowns arrive and they cost $10.00 to rent. Make a record of your payment.

If you send graduation invitations, record the postage.

Do you buy any graduation gifts for friends? If you have any gift expenses, record them.

The seniors are buying flowers to be presented to special people during the graduation ceremony. They are $2.50 each. How many do you buy?

Your class is having a graduation party. Expenses for the day will cost each senior $15.00. Do you go. It will also involve a day off work. Deduct pay.

Record your expenses and your earnings. Balance your account.

GRADUATION
CONGRATULATIONS AND BON VOYAGE!!!!

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*"A Readers Theater"*

# THE RICHEST MAN IN BABYLON
## TELLS HIS SECRET

*Adapted and reprinted with permission from Prentice Hall. The Richest Man in Babylon Tells His Secret is available in booklet form.*

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*From the book The Richest Man in Babylon*
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*by George S. Clason*

Narrator
Friend #1
#2
#3
Arkad
Algamish

Narrator: In Old Babylon there once lived a certain very rich man named Arkad. Far and wide he was famed for his great wealth. Also was he famed for his liberality. He was generous in his charities. He was generous with his family. He was liberal in his own expenses. But nevertheless each year his wealth increased more rapidly than he spent it. And there were certain friends of younger days who came to him and said:

Friend #1: You, Arkad are more fortunate than we. You have become the richest man in all Babylon while we struggle for existence. You can wear the finest garments and you can enjoy the rarest foods, while we must be content if we can clothe our families in raiment that is presentable and feed them as best we can.

Friend #2: Yet, once we were equal. We studied under the same master. We played the same games. And in neither the studies nor the games did you outshine us. And in the years since, you have been no more an honorable citizen than we.

Friend #3: Nor have you worked harder or more faithfully, insofar as we can judge. Why, then, should a fickle fate single you out to enjoy all the good things of life and ignore us who are equally deserving?

Arkad: If you have not acquired more than a bare existence in the years since we were youths, it is because you either failed to learn the laws that govern the building of wealth, or else you do not observe them. In my youth I looked about me and saw all the good things there were to bring happiness and contentment. And I realized that wealth increased the potency of all these. Therefore, did I decide to find out how one might accumulate wealth, and when I had found out, to make this my task and do it well. For, is it not wise that we should enjoy the fruit of our labors while we dwell in the brightness of the sunshine? For when we depart for the world of spirit, it must all be left behind. So, one day during my employment as a scribe in the hall of records, Algamish, the money lender, came and ordered a copy of the Ninth law.

Algamish: I must have this in two days, and if the task is done by that time, two coppers will I give to thee.

Arkad: So I labored hard, but the law was long, and when Algamish returned the task was unfinished. He was angry, and had I been his slave he would have beaten me. But knowing the city master would not permit him to injure me, I was unafraid, so I said to him, 'Algamish, you are a very rich man. Tell me how I may also become rich, and all night I will carve upon the clay, and when the sun rises, it shall be completed.'

Algamish: You are a forward knave, but we will call it a bargain.

Arkad: All that night I carved, though my back pained and the smell of the wick made my head ache until my eyes could hardly see. But when he returned at sunup, the tablets were complete. 'Now,' I said, 'tell me what you promised.'

Algamish: You have fulfilled your part of our bargain, my son, and I am ready to fulfill mine. I will tell you these things you wish to know because I am becoming an old man, and an old tongue loves to wag. And when youth comes to age for advice he receives the wisdom of years. But too often does youth think that age knows only the wisdom of days that are gone, and therefore profits not. But remember this, the sun that shines today is the sun that shone when they father was born, and will still be shining when thy last grandchild shall pass into the darkness. Mark you well my words, for if you do not you will fail to grasp the truth that I will tell you,and you will think that your night's work has been in vain. [*low forceful tone*] I found the road to wealth when I decided that *a part of all I earned was mine to keep*. And so will you.

Arkad: Is that all? But *all* I earn is mine to keep, is it not?

Algamish: Far from it. Do you not pay the garment-maker? Do you not pay the sandal-maker? Do you not pay for the things you eat? Can you live in Babylon without spending? What have you to show for your earnings of the past month? What for the past year? Fool! You pay to everyone but yourself. Dullard, you labor for others. As well be a slave and work for what your master gives you to eat and wear. If you did keep for yourself one-tenth of all you earn, how much would you have in ten years?

Arkad: My knowledge of the numbers did not forsake me, and I answered, 'As much as I earn in one year.'

Algamish: You speak but half the truth. Every gold piece you save is a slave to work for you. Every copper it earns is its child that also can earn for you. If you would become wealthy, then what you save must earn, and its children must earn, that all may help to give you the abundance you crave. You think I cheat you for your long night's work, but I am paying you a thousand times over if you have the intelligence to grasp the truth I offer you. **A PART OF ALL YOU EARN IS YOURS TO KEEP**. It should not be less than a tenth no matter how little you earn. It can be as much more as you can afford. Pay yourself first. Do not buy from the clothes-maker and the sandal-maker more than you can pay out of the rest and still have enough for food and charity and penance to the gods. Wealth, like a tree, grows from a tiny seed. The first copper you save is the seed from which your tree of wealth shall grow. The sooner you plant that seed the sooner shall the tree grow. And the more faithfully you nourish and water that tree with consistent savings, the sooner may you bask in contentment beneath its shade.

Arkad: So saying, he took his tablets and went away. I thought much about what he had said to me and it seemed reasonable. So I decided that I would try it. Each time I was paid I took one from each ten pieces of copper and hid it away. And strange as it may seem, I was no shorter of funds than before. I noticed little difference as I managed to get along without it. But often I was tempted, as my hoard began to grow, to spend it for some of the good things the merchants displayed, brought by camels and ships from the land of the Phoenicians. But I wisely refrained. A twelfth month after Algamish had gone he returned.

Algamish: Son, have you paid to yourself not less than one-tenth of all you have earned for the past year?

Arkad: Yes, master, I have.

Algamish: [*smiling, beaming*] That is good, and what have you done with it?

Arkad: I have given it to Azmur, the brickmaker, who told me he was traveling over the far seas and in Tyre he would buy for me the rare jewels of the Phoenicians. When he returns we shall sell these at high prices and divide the earnings.

Algamish: [*growling*] Every fool must learn, but why trust the knowledge of a brickmaker about jewels? Would you go to the breadmaker to inquire about the stars? No, by my tunic, you would go to the astrologer, if you had power to think. Your savings are gone, youth; you have jerked your wealth tree up by the roots. But plant another. Try again. And next time if you would have advice about jewels, go to the jewel merchant. If you would know the truth about sheep, go to the herdsman. Advice is one thing that is freely given away, but watch that you only take what is worth having. He who takes advice about his savings from one who is inexperienced in such matters, shall pay with his savings for proving the falsity of their opinions.

Narrator: And it was as he said. For the Phoenicians are scoundrels and sold to Azmur worthless bits of glass that looked like gems. But as Algamish had bid him, he again saved each tenth copper, for he now had formed the habit and it was no longer difficult.

Arkad: Again, twelve months later, Algamish came to the room of the scribes and addressed me.

Algamish: What progress have you made since I last saw you?

Arkad: I have paid myself faithfully, and my savings I have entrusted to Agger the shield-maker to buy bronze, and each fourth month he does pay me the rental.

Algamish: That is good. And what do you do with the rental?

Arkad: I do have a great feast with honey and fine wine and spiced cake. Also I have bought me a scarlet tunic. And some day I shall buy me a young ass upon which to ride.

Algamish: You do eat the children of your savings. Then how do you expect them to work for you? And how can they have children that will also work for you? First get thee an army of golden slaves and then many a rich banquet may you enjoy without regret.

Narrator: So saying he again went away. Nor did Arkad again see him for two years, when he once more returned and his face was full of deep lines and his eyes drooped, for he was becoming a very old man. And he said:

Algamish: Arkad, hast thou yet achieved the wealth thou dreamed of?

Arkad: Not yet all that I desire, but some I have and it earns more, and its earnings earn more.

Algamish: And do you still take the advice of the brickmakers?

Arkad: About brickmaking they give good advice.

Algamish: Arkad, you have learned your lessons well. You first learned to live upon less than you could earn. Next you learned to seek advice from those who were competent through their own experiences to give it. And, lastly, you have learned to make gold work for you. You have taught yourself how to acquire money, how to keep it, and how to use it. Therefore, you are competent for a responsible position. I am becoming a very old man. My sons think only of spending and give no thought to earning. My interests are great and I fear too much for me to look after. Go to Nippur and look after my lands there. And as the values of my lands increase, so shall I increase the gold I pay you for your efforts.

Narrator: So Arkad went to Nippur and took charge of his holdings which were large. And because Arkad was full of ambition and because he had mastered the three laws of successfully handling wealth, he was able to increase greatly the value of his properties. So he prospered much, and when the spirit of Algamish departed for the sphere of darkness, he did continue to follow his precepts and so greatly increased his own holdings.

Friend #1: Arkad, you were indeed fortunate that Algamish made of you the manager of his lands.

Arkad: Fortunate only in that I had the desire to prosper before I first met him. For four years did I not prove my definiteness of purpose by keeping one-tenth of all I earned? Would you call a fisherman lucky who for years so studied the habits of the fish that with each changing wind he could cast his nets about him? Opportunity is a haughty goddess who wastes no time with those who are unprepared.

Friend #2: What then do you advise us to do that we also may become rich? The years have passed and we are no longer young men and we have nothing put by.

Arkad: I advise that you take the wisdom of Algamish and say to yourselves, *'A part of all I earn is mine to keep.'* Say it in the morning when you first arise. Say it at noon. Say it at night. Say it each hour of every day. Say it to yourself until the words stand out like letters of fire across the sky. Then take whatever portions seem wise. Let it be not less than one-tenth and lay it by. Arrange your other expenditure to do this if necessary. But lay by that portion first. Soon you will realize what a rich feeling it is to own a treasure upon which you alone have claim. As it grows it will stimulate you. A new joy of life will thrill you. Greater efforts will come to you to earn more. For of your increased earnings, will not the same percentage be also yours to keep? Then learn to make your treasure work for you. Make it your slave. Make its children and its children's children work for you. Insure an income for thy future. Look thou at the aged and forget not that in the days to come thou also will be numbered among them. Therefore invest thy treasure with greatest caution that it be not lost. Counsel with wise men. Seek the advice of men whose daily work is handling money. A small return and a safe one if far more desirable than risk. Enjoy life while you are here. Do not overstrain or try to save too much. If one-tenth of all you earn is as much as you can *comfortably* keep, be content to keep this portion. Live otherwise according to your income and let not yourself get niggardly and afraid to spend. Life is good and life is rich with things worthwhile and things to enjoy.

Narrator: His friends thanked him and went away. Some were silent because they had no imagination and could not understand. Some were sarcastic because they thought that one so rich should divide with old friends not so fortunate. But some had in their eyes a new light. They realized that Algamish had come back each time to the room of the scribes because he was watching a man work his way out of darkness into light. When that man had found the light a place awaited him. No one could fill that place until he had for himself worked out his own understanding, until he was ready for opportunity.

# LESSON D

## Resources and Finances

**FOCUS:** Money is a limited resource and must be managed responsibly in order to meet all financial needs.

**ACTIVITIES:**

1. Students will evaluate their spending practices and prioritize their expenses. Use Student Handout, "Money Management."
2. Students will assess their skills in managing their resources. Use Student Handout, "Skill in Managing Finances."

# "Money Management"

Since money is a limited resource, it must be used wisely to reach financial goals. Keep a record of how you spend your money for one week. Write down the amount and item. At the end of the week, evaluate how you used your money.

**First week evaluation**

| **Day 1** | | **Day 2** | | **Day 3** | | **Day 4** | |
|---|---|---|---|---|---|---|---|
| Amount | Item | Amount | Item | Amount | Item | Amount | Item |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| **Day 5** | | **Day 6** | | **Day 7** | |
|---|---|---|---|---|---|
| Amount | Item | Amount | Item | Amount | Item |
| | | | | | |
| | | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |

For the second week, make a list of expenses and prioritize them A, B, or C. Again, at the end of the week, evaluate your use of money in comparison to the first week.

**Second week evaluation**

| Expenses | Day 1 | Day 2 | Day 3 | Day 4 |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| Expenses | Day 5 | Day 6 | Day 7 |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

# "Skill in Managing Finances"

Skill in managing financial resources is one resource that can be developed. Assess your knowledge and ablility to peform the tasks of financial management.

| Tasks | Knowledge | Ability | Adequate or Inadequate (A or I) |
|---|---|---|---|
| Preparation for job/career | | | |
| Spending plan or budget | | | |
| Insurance | | | |
| Savings | | | |
| Checking | | | |
| Credit | | | |

Now while income is low and finances few, is the best time to learn the process of financial management. Reflect back on your values and goals. Record your thoughts about money as a resource in your life in the space below.

# LESSON E

## Practical Reasoning and Finances

**FOCUS:** Solve a financial problem using practical reasoning.

**ACTIVITIES:**

1. Students will solve a financial problem by going through the practical reasoning process. Use Student Handout, "Practical Reasoning." Below is a brief example of how to use practical reasoning to solve a problem. Encourage the students to indicate all their circumstances that affect this problem and to brainstorm as many alternaitves as possible. In addition, have the students state what consequences each alternative has for their family and other relationships.

   Example:

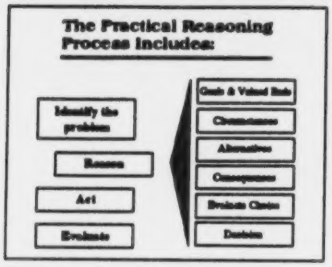
   1. Financial problem: Need a better job
   2. Reasoning Process:

      Goals: To make more money to pay for college.
      Circumstances: Have a job paying minimum wage.

      | Alternatives: | Consequences: |
      |---|---|
      | Find a better paying job. | You like the job you have. |
      | Work hard and ask for a raise. | You might not get raise. |
      | Find a second job. | Less time with boyfriend. |

      Evaluate alternatives: You have a good job where you work with good people and there is room for advancement.
      Decision: You decide to work harder and ask for a raise.

   3. Act: You come early and stay late at work and do more than is asked ofyou.
   4. Evaluate: After putting in extra effort for 3 months your boss gives you a raise.


The Practical Reasoning Process Includes:
Identify the problem
Reason
Act
Evaluate
Goals & Valued Ends
Circumstances
Alternatives
Consequences
Evaluate Choice
Decision

# Practical Reasoning!

1. **Identify a financial problem.**

2. **Reason:**

- What are your goals?

- What are your circumstances?

- What are some alternatives to consider and what are the consequences for you and others?

- Evaluate your alternatives.

- Make a decision.

3. **Act- carry out your decision.**

4. **Evaluate.**
Decide if your decision needs to be changed.

## Test Bank

Use a few multiple choice from the "Financial Fitness Quiz" pp. 8-4 to 8-8.

1. What do you do when your needs and wants exceed income?

2. Explain how family financial goal attainment is different than individual goal attainment.

3. Where do your values about money come from?

4. What does it mean to be responsible in financial decisions?

5. How do our financial decisions affect our relationships?

6. Explain the concept of "Rich On Any Income."

7. What are the four C's of credit?

# Unit Nine

*In this unit students will learn how values, relationships, roles, and resources all play a part in nutrition and food decisions. They will:*

- *Analyze the influence of goals, values, and attitudes on personal diet habits,*
- *Recognize the effect of food decisions on relationships with others,*
- *Evaluate roles in selecting, preparing, and storing food,*
- *Assess ways of using resources to satisfy nutrition and food needs.*

# Food and Nutrition

# Unit Nine

*Suggested time for unit: eight 50-minute periods*

***Food & Nutrition***

**PRACTICAL PROBLEM:** **Food & Nutrition**

**UNIT PROBLEM:** What should I do regarding nutrition and food decisions to maintain optimum health?

**LESSONS:**

A. Analyze the influence of values and goals on decisions about nutrition and food.
B. Recognize the effect of food decisions on relationships with others.
C. Evaluate roles in providing nourishing food.
D. Assess ways of using resources to satisfy nutrition and food needs.
E. Practical reasoning
F. Test Bank

| **VALUE ASSUMPTIONS:**<br>(Unit rationale) | **GUIDING TOPICS:**<br>(Content) |
|---|---|
| **Lesson A**<br>**SUB-PROBLEM:**<br>Adolescents should understand the influence of values and goals on personal diet habits. | Food related values and goals.<br>Influences on food choices.<br>Relationship between diet and health. |
| **Lesson B**<br>**SUB-PROBLEM:**<br>Relationships are enhanced by responsible food decisions. | Food promotes sociability.<br>Influences.<br>Emotional Barometer.<br>Emotional safety valve.<br>Preparation and relationships . |
| **Lesson C**<br>**SUB-PROBLEM:**<br>Individuals need to think critically about the role of providing nourishing food. | Who performs food related tasks? |
| **Lesson D**<br>**SUB-PROBLEM:**<br>The nutritional adequacy of an individual's diet is influenced by his or her allocation of resources, including time, skills, money. | Management of...<br>...time<br>...skills:planning, shopping, storage, preparation, meal service<br>...money |
| **Lesson E**<br>**SUB-PROBLEM:**<br>Practical Reasoning | Solve a food and nutrition problem. |

# LESSON A

## Goals, Values, and Food and Nutrition As Effected by Culture, Peers, Family and Media

**FOCUS:** Personal dietary goals provide a basis for food choices. Food decisions reveal values. Values about food develop from past experiences with family, culture, peers, and just plain everyday life.

**ACTIVITIES:**

1. What should I eat? How do I want to look? How do I want to feel? Have students respond to these questions on Student Handout "Food-Related Values and Goals." Discuss responses with the class.

2. Show students pictures of various foods and/or meals. Include some that are favorites, some cultural related and some that may be unpopular, but "good for you." Have students respond to the following questions:

   > How many of you would eat this food even if you did not like it? Would never eat this food? Would eat this food once a week? Would buy this food at any price? Would serve this food to a friend? Would eat this food only if a parent told you to?

   Discuss the responses. This activity may be coordinated with the Student Handout "Influences on Food Choices." (Adapted from What To Do Regarding Feeding and Nourishing the Family, Ohio State, 1983, FN 1.11e).

3. Play "Family Feud " with a food survey. Use Student Handout, "Food Associations." As students enter class or during a previous class have students fill out the survey. As they complete the survey, have students hand them to a small group of students designated to tally. As soon as the results have been tallied. Select a moderator, to groups to compete (generally a group of 5). Have the moderator read the question. Have one of the students who tallied the results write the correct choices on the blackboard as they are given or sound the buzzer.

   After playing "Family Feud" for about 10 minutes, select only 3 or 4 categories with the most interesting results. Lead into a discussion on values, and how they affect food choices. Share some of the remaining results of the survey. Ask why some are so similar, why some are so different. Discuss the influence of family, friends, peers, culture, media etc on food associations/choices.

4. Some foods are avoided or not used at all because we have been preconditioned to think they taste bad or are prepared or preserved in a manner unfamiliar to us. To help students overcome some of their preconditioned mind sets have them participate in a taste panel to experience and evaluate foods they might not ordinarily use but could. Divide the class into the preparers, the tasters and the recorders.
   Have the students preparing put samples labeled on paper plates and distribute to the tasters. Using the Student Handout "Taste Panel" have the tasters record their preferences and then hand to the recorders to analyze. Left over foods should be discarded by the taster.

   Discuss the results as a class, then look at cost, storage, availability, etc. in addition to palatability.

## RESOURCE LIST
### Unit 9: Food and Nutrition

| Lesson | Student Handouts | Other Teaching Materials | Teacher Information | Transparency Masters |
|---|---|---|---|---|
| A:<br>Part 1 | "Food-Related Values & Goals"<br>"Influences on Food Choices"<br>"Food Associations"<br>"Taste Panel" | Pictures of various foods and/or meals. | | |
| A:<br>Part 2 | "Relationships Between Diet & Health"<br>"Your Favorite Fast Foods"<br>"Choose a Snack"<br>"Figuring Fat Percentages in Foods"<br>"The Ingredient Label"<br>"Label Reading for Percent Fat"<br>"Five-day Record of Food Consumed" | Material for Experiment, Comparison Cards, Food Models, Super Four & Health Quest Nutritional Trivia, Comprehensive List of Foods.<br>Food labels laminated on card stock<br>Also see Activities 8,10 & 12 for addresses for materials. | "Blender Drinks"<br>"Fast Food Nutrition Information"<br>"Dietary Guidelines for Americans"<br>"Serving Sizes" | Fast Food Fats" |
| B: | "Check Out Your Eating Habits" | Popcorn | "Food Promotes Sociability"<br>"Food & Emotions"<br>"Food Preparation & Relationships" | |
| C: | "It's Easy with Quick Mix" | | "Roles in Food Preparation"<br>"Differences of Opinion" | |
| D: | "Awareness of Resources, Time, Skill, & Money"<br>"Comparing Food"<br>"Team Meal Presentations"<br>"Student Evaluations for Team Meal Presentations" | Food Models<br>See Activity 4 for address. | "Time, Skill, Money & Food"<br>"Teacher Evaluation for Team Meal Presentations" | |
| E: | Practical Reasoning | | Practical Reasoning and Food & Nutrition | |

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**CORE ISSUE 9**

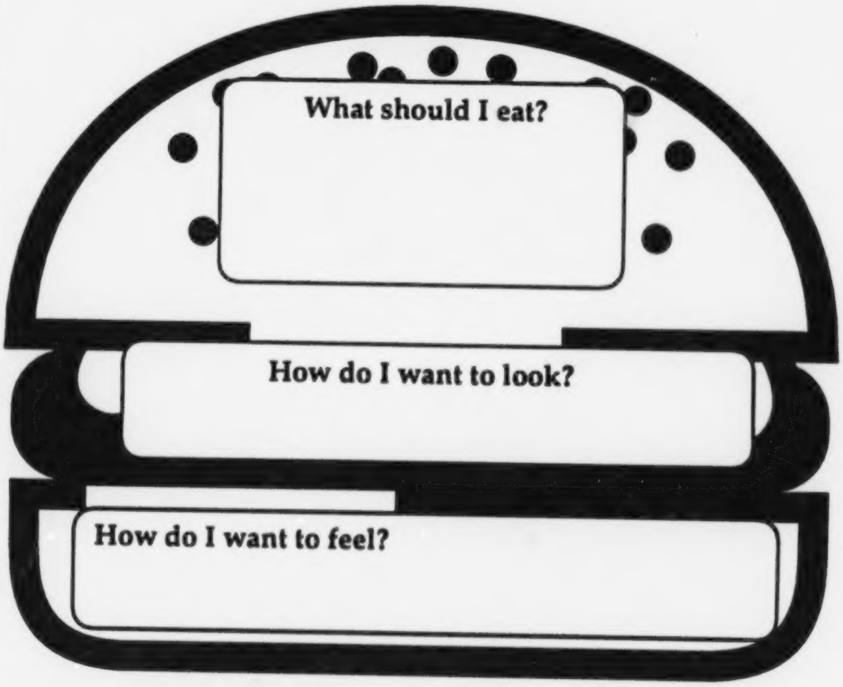
*How do my decisions regarding nutrition and food affect optimum health?*

# "Food-Related Values and Goals"

Our values influence what we say and do. It is possible, though, to be unaware of our values and how they influence us. For instance how, what, or how much time it takes to prepare what we eat, can reveal information about our values.

When we're hungry, we usually don't stop to analyze the process of why or what we eat when. And if we're with friends, and they want to stop and grab a bite on the way to the ball game, we may order something too. If we're with a date and want to show a good time, we may buy a soda or sundae after a movie—or even spring for an expensive dinner out.

What are your values concerning food choices? Record your first thoughts to the questions below by writing a word or phrase in the spaces provided:


What should I eat?
How do I want to look?
How do I want to feel?

After answering the questions, rate yourself percentage-wise.

**How am I doing? _______________%**

Do you eat anything that might keep you from looking or feeling how you'd like?

# "Influences on Food Choices"

Actually, our food decisions reveal our values. These values about food grow out of our experiences with family, culture, peers, and everyday life. Respond to the following questions:

1. **Would you eat this food even if you did not like it?**
   Squash _______
   Sauerkraut _______
2. **Would you rather never have to eat this food?**
   Liver _______
   Macaroni and Cheese _______
3. **Would you eat this food only once a week?**
   Candy Bar _______
   Yogurt _______
4. **Would you buy this food at any price?**
   Lobster _______
   Waffles _______
5. **Would you serve this food to a friend?**
   BLT Sandwich _______
   Mexican Food _______
6. **Would you eat this food only if a parent told you to?**
   Potato Salad _______
   Cauliflower _______

Discuss your choices and preferences with someone else.

- **What were the similarities?**
- **What were the differences?**
- **What did you learn about yourself?**
- **What strong feelings surprised you?**

## Journal Entry #1

***What influences my food decisions?***

# "Food Association Survey"

List the food that comes to mind when you see the following:

### Holidays

Christmas ______________________

Thanksgiving ______________________

Easter ______________________

Good Friday ______________________

Valentine's Day ______________________

Independence Day ______________________

Hanukkah ______________________

President's Day ______________________

New Year's Eve ______________________

### Religions

Catholics ______________________

Judaism ______________________

Mormons ______________________

______________________

### Celebrations/Traditions

Weddings ______________________

Birthdays ______________________

Birth of a child ______________________

Friday night ______________________

Sunday ______________________

A Dance ______________________

### Cultures

Spanish ______________________

Japanese ______________________

American ______________________

German ______________________

Italian ______________________

Swedish ______________________

English ______________________

# "Preparing Taste Panel"

Using small cups prepare each taster samples of the following foods

**MILK:**
A-Fresh (whole)
B-Fresh (skim)
C-Fresh (unpasteurized)
D-Powdered (reconstituted)
E-Canned (dilute)
F - Boxed

Label each sample with the corresponding letter. Pass to taster with "Taste Panel Score Sheet"

Using small cups prepare each taster samples of the following foods

**SCRAMBLED EGGS:**
A-Fresh eggs
B-Dried Egg Powder
C-Low Cholesterol Liquid Egg Substitute

Using small cups prepare each taster samples of the following foods

**ICE CREAM:**
A-Store Brand Ice Cream
B-Rich, Expensive Ice Cream
C-Ice Milk
D-Freeze Dried Ice Cream

Using small cups prepare each taster samples of the following foods

**APPLES:**
A-Freeze Dried Apples
B-Dried Apples
C-Canned Apples
D-Fresh Sliced Apples

(Provide a small cup of water for each taster to rinse mouth between tastes.)

# "Taste Panel Score Sheet"

| **Milk** | **Color** | **Smell** | **Taste** | **General Appeal** |
|---|---|---|---|---|
| A | | | | |
| B | | | | |
| C | | | | |
| D | | | | |
| E | | | | |
| F | | | | |
| 5=Excellent, 4=Very Good, 3=Good, 2=Poor, 1=Unacceptable | | | | |

| **Scrambled Eggs** | **Color** | **Smell** | **Taste** | **General Appeal** |
|---|---|---|---|---|
| A | | | | |
| B | | | | |
| C | | | | |
| 5=Excellent, 4=Very Good, 3=Good, 2=Poor, 1=Unacceptable | | | | |

| **Ice Cream** | **Color** | **Smell** | **Taste** | **General Appeal** |
|---|---|---|---|---|
| A | | | | |
| B | | | | |
| C | | | | |
| D | | | | |
| 5=Excellent, 4=Very Good, 3=Good, 2=Poor, 1=Unacceptable | | | | |

| **Apples** | **Color** | **Smell** | **Taste** | **General Appeal** |
|---|---|---|---|---|
| A | | | | |
| B | | | | |
| C | | | | |
| D | | | | |
| 5=Excellent, 4=Very Good, 3=Good, 2=Poor, 1=Unacceptable | | | | |

*Lesson A (cont'd)*

## GOALS, VALUES, AND FOOD AND NUTRITION

### As Effected by Knowledge and Information

**FOCUS:** Our values and goals influence how we meet personal diet and health needs. Sometimes how we want to look or feel conflicts with what we want to eat. Knowledge and information concerning food help with making choices that will reflect what we value most.

**ACTIVITIES:**

1. To demonstrate how knowledge can influence our choices make two blender drinks. See Teacher Information "Blender Drinks" and Student Handout "Relationships between Diet and Health." Discuss how knowledge and information effect our food choices. Discuss how food choices effect our physical, emotional and mental well being. Have students compare their desire to be healthy with their desires for certain foods.

2. A quick, simple experiment to demonstrate fat content can be done simply in the classroom.

   Cut a brown, paper grocery sack in two. Place several drops of water on one corner and several drops of oil on the other. Label. Cut sample foods such as an orange, a peanut, a potato chip, slice of carrot, chocolate etc. Place cut samples on sack. Label each sample. Remove samples and allow to dry. Match the residue with the water or fat examples on the corners of the sack. Discuss the results.

3. Give each students a copy of the Student Handout "Your Favorite Fast Foods" Using the Transparency Master "Fast Food Fats" cover the fat ant calorie content while students write down their 6 favorite fast foods on their worksheet. When they have completed this first step show the grams of fat and calories. Allow time for the students to color their graphs. Discuss the importance of looking at fat in todays diet. A list of addresses for information on fast food products is give in Teacher Information "Fast Food Nutrition Information."

4. Instruct students to listen to a list of pairs of snack choices. Have them write down which they would prefer on a piece of paper. Give students the "Choose a Snack" Student Handout to analyze their choices. Discuss the importance of being familiar with the Basic 4, RDA, nutritional values of food, and general dietary guidelines to be able to make choices that will help them manage their personal health.

5. Teach student to figure fat percentages in food using Student Handout, "Figuring Fat Percentages in Foods."

6. Collect labels from a variety of foods. Cut each label to fit on a small piece of colored card stock. Glue the label to the card stock and laminate. Have students practice reading labels and calculating fats, carbohydrates and proteins etc using the labels you have collected. Use Student Handouts "The Ingredient Label - Would You Put This In Your Mouth?" and "Label Reading for Percent Fat" from the American Heart Association.

7. Review with students Teacher Information, "Dietary Guidelines for Americans".

8. Several activities can be done in class to enforce differences in choices of foods by using the "Comparison Cards" (0043N, $17.00) available through the Dairy Council, 1213 East 2100 South, Salt Lake City, Utah 84106, 801-487-9976.

   a. Display Food Comparison Charts on a bulletin board in the classroom.

   b. After discussing identifying characteristics of foods in the basic four food groups, cover the name of the food on each chart with a heavy paper. Give each student a chart. Have them come to the front of the room when you call the group they think they belong in. Have each student reveal the name of their food.

9. Using the "Food Models" (0012N, $18.00) available through the Dairy Council (see address in activity 8) tape a food to the back of each member of the class as they come into the room. Have them ask other class members yes and no answers about their food until they identify it.

10. Call 4-6 students at time to come to the front of the classroom to play Super Four and Health Quest Nutrition Trivia, available through Nutrition Education Services, Oregon Dairy Council, 10505 SW Barbur, Portland, OR 997219 Telephone (503)229-5033.

11. To help students conceptualize serving sizes use non-food substances to show how much they would take for a normal serving (a few ideas are listed as suggested substitutes on the Teacher Information sheet "Serving Sizes") Have students compare the amount they took to the serving sizes recommended in the basic four or a nutritional guide.

12. Have students record what they eat for 5 days. At least one day should be Friday, Saturday or Sunday since we tend to eat differently on the weekend. Have them complete an analysis of their dietary intake using a computer program or the Comprehensive list of Foods, available from the National Dairy Council, Rosemont, IL 60018-4233. Compare their results to the Recommended Daily Allowances. Use Student Handout, "Five-day Record of Food Consumed."

# "BLENDER DRINKS"

In the first blender add:

1 can of pop, (grape or coke usually are the best visually)

1 chocolate candy bar, 1 pkg chips and anything else students substitute for nutritious foods. Allow students to see and smell the end product.

In the second blender make an Orange Julius or another nutritious drink. Add: 1 6 oz can orange juice concentrate

3 cups low fat ice cream (dry milk and ice also work well, are less expensive, lower in fat and high in nutrition).

Dilute to desired thickness with water or reconstitute the orange juice prior to adding it.

Optional ingredients include 1 Tbs sugar, 1 egg, 1 tsp vanilla. Provide each student with a sample.

Have two students go to the black board as scribes. List the ingredients for each drink. Instruct the remaining students to look up the calories, fat, protein, carbohydrates, nutrients etc cost and preparation time for each ingredient on the packages, cans or in a nutrition guide (available through the Dairy Council). Add up the totals for each drink. Compare the drinks.

Realistically no one would ever mix their candy bar, coke etc in a blender, but the nutrients are the same blended in a blender or not.

Discuss how knowledge and information effect food choices.

Discuss how food choices effect our physical, emotional and mental wellbeing. *Have students compare their desire to be healthy with their desires for certain foods.

# "Relationships Between Diet and Health"

**Nutrient Scorecard**

Record the nutrients of each ingredient in the spaces below:

| | Coke | Candy Bar | Chips | Other Ingredients | Total |
|---|---|---|---|---|---|
| Calories | | | | | |
| Fat | | | | | |
| Protein | | | | | |
| Carbohydrates | | | | | |
| Calcium | | | | | |
| Iron | | | | | |
| Vitamins | | | | | |
| Sodium | | | | | |
| Cost | | | | | |
| Prep time | | | | | |

| | Orange Juice | Ice Milk | Egg | Sugar | Total |
|---|---|---|---|---|---|
| Calories | | | | | |
| Fat | | | | | |
| Protein | | | | | |
| Carbohydrates | | | | | |
| Calcium | | | | | |
| Iron | | | | | |
| Vitamins | | | | | |
| Sodium | | | | | |
| Cost | | | | | |
| Prep time | | | | | |

How does knowledge and information effect food choices.

How do food choices effect our physical, emotional and mental wellbeing.

Compare your desire to be healthy with your desires for certain foods.

Can you think of any diet-related health problems that could result from poor eating habits? List some.

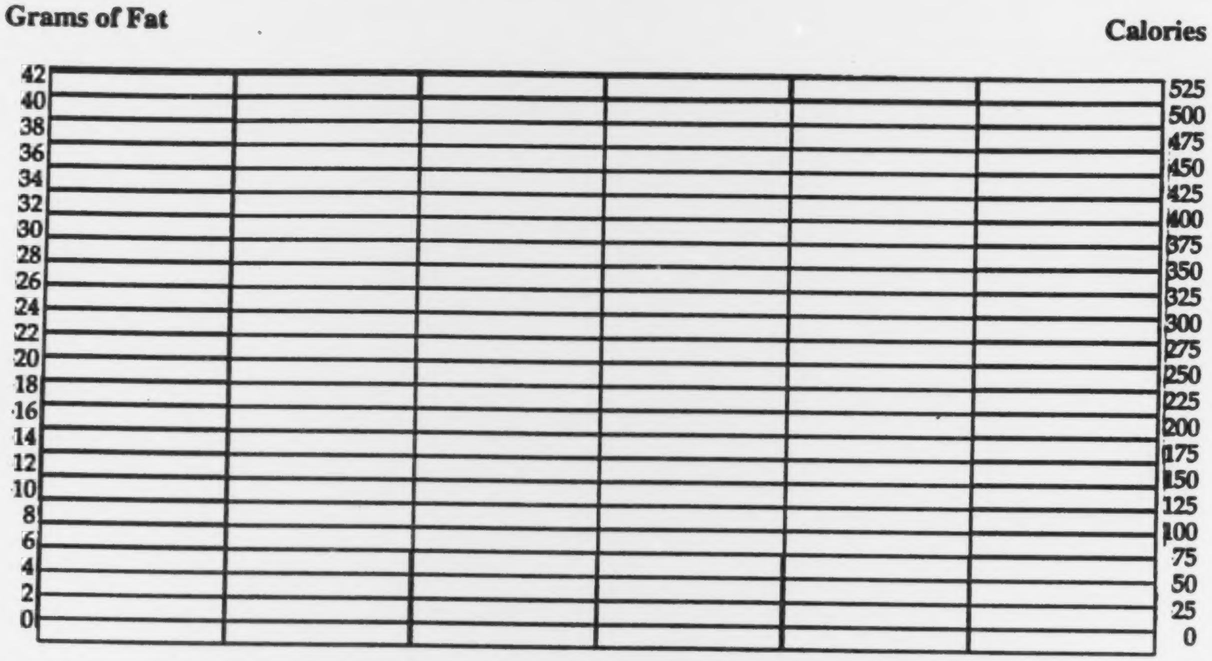
# "Your Favorite Fast Foods"

Period________ Name____________________________

## How Many Grams of Fat Do Fast Foods Have?

From the list "Fast Food Fats" choose 6 of your favorite fast foods.

1. Write the name of each food at the bottom of one of each of the 6 columns.
2. Record the number of grams of fat on the left side of the column and the number of calories for the food on the right side of the column. Color the graph using one color for grams of fat and another color for the calories.



Which one of your favorite foods has the most grams of fat?______________

The fewest grams of fat?__________________

Which of your favorite foods has the highest number of calories?___________

Which one has the least?__________________

How do grams of fat and number of calories compare?

How might the above information effect your food choices?

Adapted from How Many Grams of Fat are in Your Favorite Fast Foods? Penn State Nutrition Center, 417 East Calder Way, University Park, PA 16801-5663, 1990.

# Fast Food Fats

| | Grams of fat | Calories |
|---|---|---|
| cheeseburger | 16 | 318 |
| fish sandwich | 26 | 435 |
| 1/4 lb. burger | 24 | 427 |
| 1/4 lb. cheeseburger | 32 | 525 |
| hamburger | 11 | 263 |
| small french fries | 12 | 220 |
| apple pie | 14 | 253 |
| cherry pie | 14 | 260 |
| roadburger cookies | 11 | 308 |
| chocolate shake | 9 | 383 |
| strawbery shake | 9 | 362 |
| vanilla shake | 8 | 352 |
| cola (12 oz.) | 0 | 160 |
| milk (whole, 8 oz.) | 8 | 150 |
| milk (skim, 8 oz.) | 1 | 85 |
| hot dog | 14 | 214 |
| drumstick | 11 | 173 |
| thigh | 26 | 371 |
| breast | 21 | 353 |
| wing | 16 | 218 |

# "Fast Food Nutrition Information"

Nutrition information on fast food products can be obtained from:

**Arby's**
Consumer Affairs
10 Piedmont Center
Suite 700
Atlanta, GA 30305
404-262-2729

**Burger King**
Consumer Relations
PO Box 520783
Miami, FL 33152
800-YES-1800

**Kentucky Fried Chicken**
Consumer Affairs Department
PO Box 32070
Louisville, KY 40232
502-456-8300

**Long John Silver's**
Jerrico, Inc.
Food and Beverage Department
PO Box 11988
Lexington, KY 40579

**McDonalds**
McDonalds Campus Office
Kroc Drive
Oakbrook, IL 60521
312-575-FOOD

**Pizza Hut**
Consumer Affairs Department
9111 E. Douglas
PO Box 428
Wichita, KS 67201
316-681-9000

**Wendy's International, Inc.**
Consumer Affairs Department
4288 W. Dublin Granville Rd.
PO Box 256
Dublin, OH 43017
614-764-3100

**Hardee's**
Nutrition Information
1233 Hardee's Blvd.
Rocky Mount, NC 27804-2815

# "Choose a Snack"

Look up each of the following foods in a nutritional guide and fill in the information requested at the left of the page.

| | Popcorn | Potato Chips |
|---|---|---|
| Calories | __________ | __________ |
| Grams of Fat | __________ | __________ |
| Carbohydrates | __________ | __________ |
| Nutrients | __________ | __________ |

| | Snickers Bar | Orange |
|---|---|---|
| Calories | __________ | __________ |
| Grams of Fat | __________ | __________ |
| Carbohydrates | __________ | __________ |
| Nutrients | __________ | __________ |

| | Cup of Yogurt | Dish of Ice Cream |
|---|---|---|
| Calories | __________ | __________ |
| Grams of Fat | __________ | __________ |
| Carbohydrates | __________ | __________ |
| Nutrients | __________ | __________ |

| | Pretzels | Peanuts |
|---|---|---|
| Calories | __________ | __________ |
| Grams of Fat | __________ | __________ |
| Carbohydrates | __________ | __________ |
| Nutrients | __________ | __________ |

| | Soda Pop | Fruit Juice |
|---|---|---|
| Calories | __________ | __________ |
| Grams of Fat | __________ | __________ |
| Carbohydrates | __________ | __________ |
| Nutrients | __________ | __________ |

| | Cheddar Cheese | String Cheese |
|---|---|---|
| Calories | __________ | __________ |
| Grams of Fat | __________ | __________ |
| Carbohydrates | __________ | __________ |
| Nutrients | __________ | __________ |

In the far right column write which snack you think would be the best choice based on the information you have just looked up about each food.

Look at the list of choices you made when your teacher read the list of pairs of snacks. How many are the same as the one you listed as the best snack choice after completing the analysis?

How can dietary knowledge help us achieve what we value about our personal health?

# "Figuring Fat Percentage in Foods"

1. Multiply fat grams by 9 calories

_________ x 9 calories =________
fat grams fat calories

2. Divide fat calories by total calories

____________________ = _________

3. Move decimal point 2 places to the right to make a percentage.

Fat % is _____________

**EXAMPLE**

Pork and Beans - 1 cup
Fat - 2 gms. Total calories 180

1. Multiply fat grams by 9 calories

___2___ x 9 calories =___18___
fat grams fat calories

2. Divide fat calories by total calories

___18___ ÷ ___180___ = ___.10___

3. Move decimal point 2 places to the right to make a percentage.

Fat % is ___10%___

# "The Ingredient Label—Would You Put This In Your Mouth?"

**Guess what food lists these ingredients on the label.**

________________ 1. Carbonated Water, high fructose corn syrup and/or sucrose, caramel color, phosphoric acid.

________________ 2. Soybean oil, partially hydrogenated soybean oil, whole eggs, vinegar.

________________ 3. Sugar, enriched wheat flour, vegetable and animal shortening (Partially hydrogenated soybean oil, hydrogenated soybean oil, hydrogenated cottonseed oil, lard), cocoa.

________________ 4. Water, corn syrup, hydrogenated coconut and palm kernel oils, sugar.

________________ 5. Milk chocolate (sugar, milk, cocoa butter, chocolate, lecithin, vanillin-an artificial flavor), peanuts, corn syrup, sugar.

________________ 6. Sugar, citric acid, potassium citrate (regulates tartness).

________________ 7. Soybean oil, water, sugar.

________________ 8. Sugar, partially hydrogenated animal and/or vegetable shortening, enriched flour.

________________ 9. Milled and flaked corn, salt, sugar.

________________ 10. Enriched corn meal, vegetable oil (contains 1 or more of the following: Cottonseed oil, corn oil,peanut oil, partially hydrogenated cottonseed oil, partially hydrogenated soybean oil, partially hydrogenated sunflower oil or palm oil), whey.

________________ 11. Corn syrup, brown sugar, peanut butter.

________________ 12. Pork snouts, cured pork tongues, water.

________________ 13. Water, sugar and corn syrups, fruit juices and purees.

American Heart Association

**HANDOUT** Key

**The Ingredient Label- Would You Put This In Your Mouth?**
**Guess what food lists these ingredients on the label.**

| | |
|---|---|
| Coke | 1. Carbonated Water, high fructose corn syrup and/or sucrose, caramel color, phosphoric acid. |
| mayonnaise | 2. Soybean oil, partially hydrogenated soybean oil, whole eggs, vinegar. |
| oreo cookie | 3. Sugar, enriched wheat flour, vegetable and animal shortening (Partially hydrogenated soybean oil, hydrogenated soybean oil, hydrogenated cottonseed oil, lard), cocoa. |
| Cool Whip | 4. Water, corn syrup, hydrogenated coconut and palm kernel oils, sugar. |
| Snickers | 5. Milk chocolate (sugar, milk, cocoa butter, chocolate, lecithin, vanillin-an artificial flavor), peanuts, corn syrup, sugar. |
| Tang | 6. Sugar, citric acid, potassium citrate (regulates tartness). |
| Kraft 1000 Island | 7. Soybean oil, water, sugar. |
| ho-ho snack cake | 8. Sugar, partially hydrogenated animal and/or vegetable shortening, enriched flour. |
| Shake 'n Bake (pork) | 9. Milled and flaked corn, salt, sugar. |
| Cheetos | 10. Enriched corn meal, vegetable oil (contains 1 or more of the following: Cottonseed oil, corn oil, peanut oil, partially hydrogenated cottonseed oil, partially hydrogenated soybean oil, partially hydrogenated sunflower oil or palm oil), whey. |
| Tiger nutrition bar | 11. Corn syrup, brown sugar, peanut butter. |
| head cheese | 12. Pork snouts, cured pork tongues, water. |
| Hawaiian punch | 13. Water, sugar and corn syrups, fruit juices and purees. |

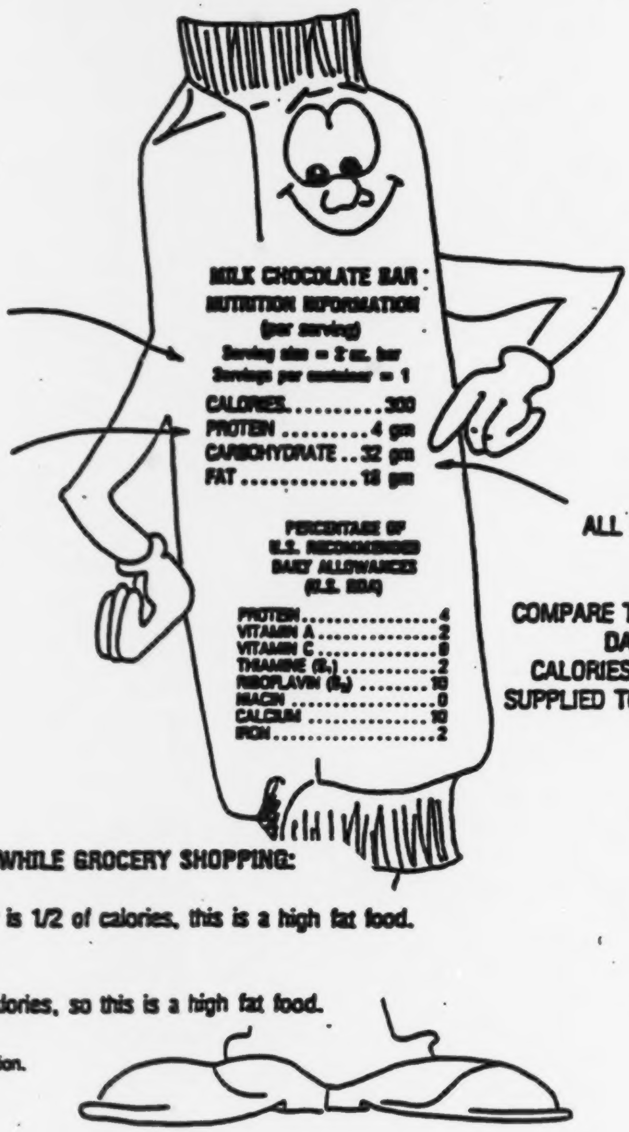
# Label Reading for Percent Fat

At first glance, labels on many packaged foods may seem confusing. But, take a longer look and you'll discover information that can make you a wiser shopper. As required by the Food and Drug Administration, the type of label shown must be on all foods to which vitamins or minerals have been added or foods which are advertised as having special nutritional qualities. The U. S. Recommended Daily Allowances are based on the levels of protein, vitamins and minerals needed by most people to maintain good health.

American Heart Association

NUMBER OF SERVINGS PER CONTAINER

SOME LABELS SHOW CHOLESTEROL AND/OR SODIUM HERE. BOTH SHOULD BE LESS THAN 10 MILLIGRAMS (MG.) FOR EVERY 100 CALORIES IN THE SERVING.


MILK CHOCOLATE BAR
NUTRITION INFORMATION
(per serving)
Serving size = 2 oz. bar
Servings per container = 1
CALORIES............300
PROTEIN ..........4 gm
CARBOHYDRATE ..32 gm
FAT ............18 gm
PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)
PROTEIN.................4
VITAMIN A...............2
VITAMIN C...............6
THIAMINE (B1)...........2
RIBOFLAVIN (B2).........10
NIACIN..................0
CALCIUM.................10
IRON....................2

ALL NUTRIENTS LISTED ARE FOR ONE SERVING.

COMPARE THE CALORIES TO YOUR DAILY GOAL OF 1000-1500 CALORIES. COMPARE NUTRIENTS SUPPLIED TO YOUR GOAL OF 100% USRDA.

**"IN YOUR HEAD" CALCULATION TO USE WHILE GROCERY SHOPPING:**

Multiply FAT content by 10. If this number is 1/2 of calories, this is a high fat food.

Example: 18 grams fat × 10 = 180
180 is more than half of 300 calories, so this is a high fat food.

Taken from "Hearty Eating," American Heart Association.

BEST COPY AVAILABLE

## "Dietary Guidelines for Americans"

### 1. Eat a Variety of Foods

The greater the variety, the less likely you are to develop either a deficiency or an excess of any single nutrient.

### 2. Maintain Ideal Weight

For most people, their weight should not be more than it was when they were young adults (20-25 years old). To lose weight, increase physical activity, eat less fat food, eat less sugar and sweets, and avoid too much alcohol.

### 3. Avoid Too Much Fat

Choose lean meat, fish, poultry, dry beans and peas as protein sources; moderate use of eggs and organ meats; limit intake of butter, cream, hydrogenated fats and coconut oil; trim excess fat from meats, broil, bake ar boil rather than fry.

### 4. Eat Foods with Adequate Starch and Fiber

Complex carbohydrate foods, such as beans, peas, nuts, seeds, fruits and vegetables, and whole grain breads, cereals and products contain many essential nutrients in addition to calories. They also contain fiber which tends to reduce the symptoms of chronic constipation, diverticulosis, and related diseases.

### 5. Avoid Too Much Sugar

The major health hazard from eating too much sugar is tooth decay. Frequent snacking of foods high in sugar increases the risk.

### 6. Avoid Too Much Sodium (Salt)

Adults in the United States take in much more sodium than they need. Sodium intake may contribute to high blood pressure. Use less table salt. Eat sparingly those foods to which large amounts of sodium have been added.

### 7. Avoid Alcohol

Alcoholic beverages tend to be high in calories and low in other nutrients. Alcohol alters the absorption and use of some essential nutrients. Pregnant women, in particular, should avoid alcoholic beverages.

"These guidelines are intended for people who are already healthy. No guidelines can guarantee health or well-being. health depends on many things, including heredity, lifestyle, personality traits, mental health and attitudes, and environment, in addition to diet."

"Food alone cannot make you healthy. But good eating habits based on moderation and variety can help keep you healthy and even improve your health."

February, 1990, Third Edition
U. S. Department of Agriculture
U. S. Department of Health and Human Services

## Journal Entry #3

*What food guidelines are part of my own family traditions?*

## Journal Entry #4

*How do these food guidelines compare with what you've heard growing up?*

## "Serving Sizes"

Potato Chips - Cut plastic milk cartons the size and shape of potato chips.

Ice Cream - Packing Styrofoam

Meat - Molding Clay

Salad Dressing, Sour Cream, Tarter Sauce - White putty

Mustard - Orange Clay

Cookies - Poker Chips

French Fries - Cut up straws

# "Five-Day Record of Food Consumed"

Directions: Record what you eat for 5 days. At least one day should be Friday, Saturday or Sunday since we tend to eat differently on the weekend. Complete an analysis of their dietary intake using a computer program or a nutrition guide for two of the five days. (Choose one week day and one day from the weekend.) Compare your intake to the Recommended Daily Allowances.

Attach record of food.

Analysis:
**DAY 1**
Calories
Fat
Protein
Carbohydrates
Calcium
Iron
Vitamins
Sodium
Cost
Prep time

**DAY 2**
Calories
Fat
Protein
Carbohydrates
Calcium
Iron
Vitamins
Sodium
Cost
Prep time

What good habits do you have?

Are there any eating habits you need to change?

What habits could you acquire to foster optimum physical health you don't already have?

What possible consequences might you have if you ignoring food choices that follow the recommended dietary needs as well as foods to avoid?

# LESSON B

## Relationships and Food and Nutrition

**FOCUS:** Food is frequently used to promote friendliness and create a social atmosphere. The "ritual of hospitality" is generally learned in the family. Experts generally agree the family has the greatest influence on food patterns, but as teens spend more time away from home, parental influences decline. Food choices may also reflect relationships with peers, influence from the media, school etc. In addition food serves as a sensitive barometer of emotional state. If there is a problem in a relationship a response to food may be an early indicator.

**ACTIVITIES:**

1. Before students come into class place bowls of popcorn with napkins throughout the room. (Groupings of about 4-6 generally work well.) Simply instruct the students that the popcorn is there for them to eat. Observe their behavior. If possible allow some time before beginning class or give a group assignment. Begin class by discussing how the presence of food effected the behavior of the students and feeling in the classroom.

2. Use Teacher Information, "Food Promotes Sociability." Have students pair up with someone sitting close by them. Ask them to respond to the following questions/situations.

   Think of an experience you've had when food has conveyed friendliness, social warmth or acceptance. Share your experiences. What is similar, what is different?

   What "rituals of hospitality" have you learned in your family?

   How are your food habits influenced by mass media? Relationships with your friends? Your desire to be more independent?

3. Share the story found on teacher information "Food and Emotions" with your students. Use Teacher Information, "Food Preparation and Relationships."

4. To evaluate the impact relationships might have on eating habits have students complete the worksheet "Check Out Your Eating Habits" and then mark the ones that are influenced by their relationships. Discuss as a class.

# "Food Promotes Sociability"

Have you ever stopped to consider the effect of food decisions on your relationships with others? Food is often used to promote friendliness and social warmth—interpersonal acceptance.

Of all group influences on food patterns, the family exerts the greatest effect. The "ritual of hospitality" is learned in the family. Examples include taking a person's coat when they come to the door, or offering them a cool drink.

As teens spend more time away from home, parental influence declines. Food choices may reflect influence of mass media and peers. It may also reflect a push for independence. How are your food habits influenced by mass media? How are your food habits influenced by your desire for more independence?

Have you ever stopped to consider the effect of food decisions on your relationships with others? What are they?

Psychological consequences

Emotional consequences

Social consequences

# "Food and Emotions"

Food is a sensitive barometer of emotional state. Food habits may be an indicator of relationships with problems. We can compare this to an iceberg. Our food habits are the tip of the iceberg we can see above water. Yet, there may be problems in much larger proportion hidden from view. If this is so, we find ourselves only looking at the symptoms, not the real problem. Consider the following story:

A young asthmatic patient who was growing poorly appeared to be reacting to enormous parental pressure on his eating. The parents seemed unable to decrease their control and preoccupation with his eating, even though they were coached in appropriate approaches to feeding and encouraged to adopt a more relaxed attitude. On further examination, it emerged that the mother was working at a job she disliked to pay for the father's chronically failing business attempts. The parents worked different shifts and rarely saw each other. The father was gone every weekend to compete in costly sporting events. Despite all evidence to the contrary, the mother insisted that their relationship was good and that they were cooperating well in raising the children. She was unwilling to confront the situation with her husband and attempt to resolve it. Meanwhile, she was displacing her anxiety onto her son.

When has food "said" something about you and a relationship with someone else?

Food can become an emotional safety valve. Teens leaving home for school, etc., are often vocal about "awful food." For the first time their own pet likes and dislikes are not being catered to—a painful but maturing experience. To complain of homesickness or other things that really bother would appear childish and immature, but to criticize the food seems sophisticated. Thus, the individual who feels caught in a disagreeable situation that can't be avoided may use the device of complaining about food as an emotional safety valve.

What is the value of understanding that food can be an emotional safety valve?

What are other ways we use food as a safety valve?

How do your experiences with food shape your expectations? How do these expectations influence relationships with others.

# "Food Preparation and Relationships"

We often equate love for family through food preparation. Mothers often prepare an especially delicious dish, serve a meal of a meaningful pattern, or have an appropriate food for a special occasion, and deep meanings thereby come to be attached to it. For instance, a special birthday cake is made, fruits or vegetables are served or prepared a certain way, or the family develops a habit of eating a special breakfast on holidays. Families may come to expect a particular food on special occasions and deep meanings thereby come to be attached to it. Thus, the love of the mother is associated with certain foods, and there are often lifetime favorites in spite of the son or daughter leaving the parental home.

How do your experiences with food shape your expectations?

How do these expectations influence relationships with others?

How do the following situations affect family relationships from your own experience?

Eating at a fast food resturant

Eating supper together as a family

Eating as a family in front of the TV

Eating on the run, every member for him/herself

# Check Out Your Eating Habits

Name________________________________

Directions: Read each statement below and place a check in one of the columns.

1. I eat in a lot of different rooms in the house.
2. I eat while standing up rather than sitting down.
3. I eat my food quickly.
4. I eat snacks throughout the day.
5. I eat a lot of foods high in sugar, fat and salt.
6. I do not drink water while I'm eating meals.
7. I eat while watching TV and/or studying.
8. I eat when I feel upset or low.
9. I skip meals.
10. I put large portions of food on my plate.
11. I eat while on the run.
12. I eat junk foods late at night.
13. I eat out a lot instead of eating with my family or roommates.

**Follow up questions:**

1. Am I satisfied with my eating habits? Why or why not?
2. Is there an eating habit that I would like to change? What would that be and in what way?
3. Are any of my habits effected by my relationships? If yes, list.
4. Are my habits effected positively or negatively by others.
5. How might planning and eating meals as a household avoid bad habits?
6. How would I have to change my relationship to change my habit?

Adapted from the Colorado Core Curriculum, "Life Management" Colorado State University

## LESSON C

### Roles and Food and Nutrition

**FOCUS:** In the United States, women traditionally assume the major responsibility for food related activities in the home...selecting and purchasing foods, budgeting money and shopping for food as well as cooking it. Regardless of gender, when a young adult moves away from home they become responsible for food choices and preparation.

**ACTIVITIES:**

1. Have students participate in the class survey outlined in Teacher Information "Roles in Food Preparation." Also use Teacher Information, "Differences of Opinion."

2. Using the Basic Biscuit Mix in the Student Handout "It's Easy with Quick Mix" prepare a variety of different foods. Take them into class to be sampled by the students. Ask students what they think the similar ingredients are, what ingredients makes each food different? Give each student a copy of the biscuit mix recipe. Have them look on the chart to identify the differences. Relate this to roles in food preparation. Point out that different decisions about roles lead to different end products.

   Discuss how basic chores can be shared with all members of the household with special chores being assigned to a member with the most skill, time, or simply who's appointed responsible. It would bevery boring and eventually unhealthy to use the same ingredients in the same way everyday just as having the same person in a household perform the exact same task can become boring and unhealthy. Challenge students to accept a variety of roles in selecting, preparing and storing foods.

# "Roles in Food Preparation"

When we grow up in families, the refrigerator automatically has milk juice, or our favorite soft drink, sandwich fixings, fruit, and vegetables. Oftentimes tasks related to selection, preparation, and storage of food are performed by the mother. In some families the these responsibilities are assumed by one or the other parent or they may be split, for instance—one buying, the other preparing. Your own background, then, may dictate the way you think things should be. (Most likely, you will have a roommate or partner who thinks differently.)

Survey class members by dividing the class into groups to represent family stages:
Stage 1: Married couple, at least one child less than 6 years; wife less than 45 years.
Stage 2: Married couple, all children aged 6 through 18; wife any age.
Stage 3: Married couple, no children at home; wife aged 45 through 59.
Stage 4: Married couple, no children at home; wife aged 60 or older.
Answer the following questions by circling the number that matches your hypothetical family and your present family stage.

1=husband always, 2=husband more than wife, 3=husband and wife about same, 4=wife more than husband, 5=wife always

| | Hypothetical | Present |
|---|---|---|
| 1. Who decides food purchases? | 1—2—3—4—5 | 1—2—3—4—5 |
| 2. Who budgets money for food? | 1—2—3—4—5 | 1—2—3—4—5 |
| 3. Who does the grocery shopping? | 1—2—3—4—5 | 1—2—3—4—5 |
| 4. Who should cook? | 1—2—3—4—5 | 1—2—3—4—5 |
| 5. Who does cook? | 1—2—3—4—5 | 1—2—3—4—5 |

Answer questions twice...
- as in hypothetical family stage.
- as in present family stage

Compare answers with findings from other population.

Younger, employed wives usually expect husbands to take more responsibility for cooking and husbands agree that they should do more. Husbands who are retired do actually help more. The longer couples are married, the less likely they are to disagree over who should do the cooking.

High school seniors think there are distinct advantages to traditional role arrangements.

- When it comes to their own future marriages, the majority prefer to maintain some traditional role distinctions.
- Both young men and women want a family arrangement in which husband works full-time outside the home; they rule out any other alternative.
- When small children are part of the family, teens say they want a wife who is not spending large portions of her time working in outside employment.

Discuss the difference between opinions of high school seniors, couples in various stages from early marriage to retirement. How do couples feel about food related tasks?

- wife should do it
- if wife works, husband should help more
- retired husbands tend to help more
- the longer couples are married, less likely to disagree over who cooks.

When you live on your own, who will plan? shop? prepare? store? serve food?
Give reasons for your answers.

Why women dominate household labor...
...better trained, socialized;
...society continues to place responsibiity on women;
...employers less tolerant of family demands on men;
...wife's job pays less, is less prestigious, easier to interrupt for family needs.

DISCUSS: Why do women assume major responsibility for food related tasks in the home regardless of age, education, or employment?

DEBATE opposing points of view:

- Women should assume major responsibility for food related tasks.
- Men and women should share responsibility for food related tasks.

# Differences of Opinion

For your information, younger, employed wives expect husbands to take more responsibility for cooking and husbands agree that they should do more. Husbands who are retired do actually help more. The longer couples are married, the less likely they are to disagree over who should do the cooking.

In contrast, high school seniors think there are distinct advantages to traditional role arrangements: 1) when it comes to their own future marriage, the majority prefer to maintain some traditional role distinctions, 2) both young men and women want a family arrangement in which husband works full-time outside the home; they rule out any other alternative, and 3) when small children are part of the family, teens say they want a wife who is not spending large portions of her time working in outside employment.

Discuss the difference between opinions of high school seniors and couples in various stages from early marriage to retirement. How do couples feel about food-related tasks?
—wife should do it
—if wife works, husband should help more
—retired husbands tend to help more
—the longer couples are married, less likely to disagree over who cooks.

When you live on your own, who will:
plan?
shop?
prepare?
store?
serve food?
Give reasons for your answers.

Discuss why women assume major resonsibility for food related tasks in the home regardless of age, education, or employment. Use one of the following statements in a debate with opposing points of view.
—Women should assume major responsibility for food-related tasks.
—Men and women should share responsibility for food-related tasks.

# It's Easy With Quick Mix Basic Biscuit Mix

8 cups sifted all-purpose flour
1 1/2 cups non-fat dry milk
1/4 cup baking powder
1 Tbs. salt
1 1/2 cup shortening

Stir dry ingredients until well mixed. Cut in shortening until well mixed.
Store in a tightly covered container in a cool place. Use within a month

| Product Time & Temp. | Amount of Mix | Sugar | Eggs | Water | Other Ingredients | Method |
|---|---|---|---|---|---|---|
| Biscuits (1 doz.)<br>425 degrees / 10-15 min. | 3 C | | | 3/4 C | | Blend, 10 strokes |
| Pancakes (18 medium) | 3 C | | 1 | 1 1/2 C | | Just blend |
| Muffins (1 doz.)<br>45 degrees / 25 min. | 3 C | 2 T | 1 | 1 C | | Mix water and egg, dry ingredient. Few strokes. |
| Waffles (6) | 3 C | | 1 | 1 1/2 C | | Blend well |
| Drop Cookies (4 doz.)<br>350 degrees / 40 min. | 3 C | 1 C | 1 | 1/3 | 1 t vanilla<br>1/2 C nuts<br>1/2 C chocolate Chips | Blend and drop on greased cookis sheet. |
| Coffee Cake<br>400 degrees / 25 min. | 3 C | 1/2 C | 1 | 2/3 C | Top with 1/2 cup brown sugar , 3 T butter, 1/2 t cinnamon, nuts, rasins. | Blend. Cover with topping. |
| Yellow or Chocolate Cake<br>(2 8" cake pans)<br>325 degrees / 25 min. | 3 C | 1 1/2 C | 2 | 1 C | 1 t vanilla<br>1/2 cocoa for chocolate | Blend dry ingredients. Add others and beat. |
| Cobbler (9" x 13" pan)<br>350 degrees / 25 min. | 3 C | 1/2 C | | 1/3 C Cold | 1/2 C butter or shortening. | Cut in shortening and sugar. Add water and stir till crumbly. Spread over any fruit filling. Sprinkle w/sugar and cinnamon. |
| Peanut Butter Cookies<br>375 degrees / 5-7 min. | 2 C | 2 C | 2 | | 1/2 C shortening<br>1 C peanut butter | Blend fat, peanut butter, sugar. Add eggs. Blend in gradually. |
| Brownies (1 1/2 doz.<br>8" x 8" pan)<br>350 degrees / 30 min. | 1 C | 1 C | 2 | | 1/3 C cocoa<br>1/2 chopped nuts<br>1 t vanilla | Beat eggs, combine dry ingredients. Add eggs, vanilla. Mix. |

## LESSON D

### Resources and Food and Nutrition

**FOCUS:** The nutritional adequacy of an individual's diet is influenced by his or her allocation of resources, including time, skills and money.

**ACTIVITIES:**

1. Have students compare different meals of food items according to TIME, SKILLS AND MONEY. Discuss information from Teacher Information, "Time, Skill, Money and FOOD." . [Use Student Handout, "Awareness of Resources, Time, Skill and Money."]
2. Role play some situations when shopping or planning strategies aren't used. Pretend you are someone who is rich and famous who usually has someone else do the grocery shopping, but today you have to do it yourself.
3. Compare a variety of foods that illustrate forms, brands, different amounts of preparation. See Student Handout "Comparing Food"
4. Using "Food Models" (0012N, $18.00) available through the Dairy Council, 1213 East 2100 South, Salt Lake City, UT 84106 (801)487-9976, have students plan a meal and present it to the class. Include nutrition, calories, 10% fat, 10% carbohydrate, 10% protein, cost, approximate time and specific skills needed to prepare. (Models can be put through cuts through styrofoam plates for effective displaying). Have members of the class evaluate each meal. Select a "Best of Class" meal.
5. Based on the job and living situation students received while studying careers in Unit 3 "Roles" have students plan menus for one week.
6. Divide students into teams of approximately 4-6 members. Assign them to prepare a meal for the class to sample. A menu, recipes, itemize costs and a time schedule must be submitted to the teacher for approval one week in advance. Allow $10.00-$12.00 for the total cost of the meal. (This should come from class fees.) Generally 2-3 teams can prepare their meal for sampling and evaluation on the same day. All members of the class evaluate each meal including their own. Points are given for self and class evaluations. See Student Handout "Team Meal Meal Presentations" and Teacher Information, "Teacher Evaluation for Team Meal Presentations " and "Student Evaluations for Team Meal Presentations."

# "Time, Skill, Money & Food"

## TIME...

It takes time for food planning, preparing, serving and cleaning up.

- Use planning aids—a place, recipes, records.
- Use meal patterns.
- Use timesaving equipment such as microwave, blender, freezer, crockpot.
- Plan wise use of convenience foods.
- Plan for advance preparation.

Look at different aids for planning menus, recipes.

Review meal patterns: Main dish, vegetable, salad, bread, beverage, dessert
Discuss ways to save time by using a microwave, freezer, crockpot.

How can convenience foods save time? What is the disadvantage of using convenience foods?

Brainstorm several ways to save time by preparing foods in advance.
Devise your own system for *planning* weekly food consumption.

## SKILL

Shopping skills influence how much money is spent on food.

- use a well-prepared list,
- select a time of day that is less busy in the store,
- know layout of foods in store.
- know how to make choices about forms of food, brands, amounts of preparation.
  - Forms: fresh, frozen, canned, dehydrated, concentrated, whole, pieces
  - Brands: National, store, generic
  - Amounts of preparation: raw, mix, partial, total

The decision about where and when to shop are influenced by one's values and lifestyle.

Skill in food preparation can result in a nutritionally sound diet and a savings in the food budget. Food preparation skills include knowledge of:

- food safety, sanitation
- measuring techniques
- understanding recipe terms and procedures
- time management

## Journal Entry #9

*How will I balance selection and preparation of food with other responsibilities I will assume when I'm on my own?*

# "Awareness of Resources"

## Time, Skill, & Money

It is important for meal managers to become aware of how they use time, skills, and money. Compare the following two items in relation to time and skill.

| Time | Skill | $ |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

#1 Fast food hamburger
Hamburger prepared at home

#2 Birthday cake from the bakery
Birthday cake made at home

It takes time for food planning, preparing, serving, and cleaning up. Consider the following questions:

1. What planning aids are available to you?
2. What are some possible ways to save time in meal preparation?
3. How can convenience foods save time?
4. What is the disadvantage of using convenience foods?
5. Brainstorm several ways to save time by preparing foods in advance.

Assess your knowledge of basic food preparation techniques:

1. Can you store and handle food safely and properly?
2. Can you measure wet and dry ingredients accurately?
3. Do you understand recipe terms and procedures?
4. Can you prepare a meal so that everything is ready at once?
5. If you lack skill in some of these areas, where can you find information to help you?
6. What do you need to do to improve your skills?

# "Comparing Food"

Let's assume, though, that it's your responsibility to be the food manager. Many choices are available; it will be up to you to make the best choice. The following activity with help you evaluate a variety of foods.

| Food/Brand | Preparation Time | Nutrition Score 1-5 (1=Low) | Cost | Taste | Time Involved |
|---|---|---|---|---|---|
| **Different Forms** | | | | | |
| 1. Vegetables | | | | | |
| a. fresh ______ | | | | | |
| b. frozen ______ | | | | | |
| c. canned ______ | | | | | |
| 2. Soup | | | | | |
| a. canned ______ | | | | | |
| b. dehydrated ______ | | | | | |
| **Different Brands** | | | | | |
| 1. Peanut Butter | | | | | |
| a. national ______ | | | | | |
| b. store ______ | | | | | |
| c. generic ______ | | | | | |
| 2. Tomato Sauce | | | | | |
| a. national ______ | | | | | |
| b. store ______ | | | | | |
| c. generic ______ | | | | | |
| **Convenience** | | | | | |
| 1. Spagetti | | | | | |
| a. raw ingred ______ | | | | | |
| b. canned sauce ______ | | | | | |
| c. restaurant ______ | | | | | |
| 2. Mac&cheese | | | | | |
| a. raw ingred ______ | | | | | |
| b. prepared mix ______ | | | | | |
| c. frozen dinner ______ | | | | | |
| 3. Potatoes | | | | | |
| a. raw ______ | | | | | |
| b. canned ______ | | | | | |
| c. frozen ______ | | | | | |
| d. dry mix ______ | | | | | |
| e. restaurant ______ | | | | | |
| 4. Pudding | | | | | |
| a. ingredients ______ | | | | | |
| b. pkg. dry ingred. ______ | | | | | |
| c. in carton ______ | | | | | |
| d. restaurant ______ | | | | | |

## Evaluation Questions

1. Does convenience always add cost? Explain.

2. When is convenience worth the extra cost?

3. How does the cost of eating out compare to eating at home?

# "Team Meal Presentations"

One week prior to the date your team is scheduled to prepare your meal for the class hand into your teacher the following items:

- A Menu
- Recipes you will be using
- Itemized costs
- Time schedule and responsibilities of each team member.

You should be able to prepare your menu in 30 minutes, therefore it must be simple. Besides preparing, serving and clean-up you must present to the class an analysis of the foods you prepared. This should take 5 minutes or less.

(For evaluation, see "Student Evaluations for Team Meal Presentations.")

## "STUDENT EVALUATIONS FOR TEAM MEAL PRESENTATIONS"

Period__________ Name______________________________

| | |
|---|---|
| Presentation of the menu and food analysis | ______10pts |
| Does the menu include: | |
| Basic Four Food Groups | ______ 5pts |
| A good variety of foods | ______ 5pts |
| Low fat, low sugar, low sodium | ______ 5pts |
| High fiber (fruit, vegetables, and whole grains) | ______ 5pts |
| How well did the group work together? | ______ 5pts |
| Service of the meal | |
| Were the host/hostess' friendly and cordial? | ______ 5pts |
| Was the food appropriately hot or cold? | ______ 5pts |
| How was the flavor? | ______ 5pts |
| Total | ______50pts |

Names of team members:

____________________

____________________

____________________

____________________

____________________

____________________

Menu Served:

# "TEACHER EVALUATION FOR TEAM MEAL PRESENTATIONS"

CLASS PERIOD: ____________________

TEAM MEMBERS: __________________

____________________________________

____________________________________

____________________________________

SCORE ______________________________

TOTAL POINTS POSSIBLE __________

____________________________________

____________________________________

____________________________________

**VALUES AND GOALS**

Menu

Food Analysis
- Calories
- Fat
- Protein
- Carbohydrates
- Calcium
- Iron
- Vitamins

Does the meal include the basic four?

Are there a variety of foods?

Is it low in fat? Low in sugar?

Low in sodium?

High in fiber? (Plenty of fruits, vegetables and grains)

**ROLES AND RELATIONSHIPS**

Does each member have a responsibility? Did everyone do what they were assigned to do?

How was the food served to the members of the class?

Clean-up

Combined scores of class members

**RESOURCES**

Cost analysis

# LESSON E

## Practical Reasoning and Food and Nutrition

**FOCUS:** Solve a food and nutrition problem using practical reasoning.

**ACTIVITIES:**

1. Students will solve a food and nutrition problem by going through the practical reasoning process. Use Student Handout, "Practical Reasoning." Below is a brief example of how to use practical reasoning to solve a problem. Encourage the students to indicate all their circumstances that affect this problem and to brainstorm as many alternatives as possible. In addition, have the students state what consequences each alternative has for their family and other relationships.

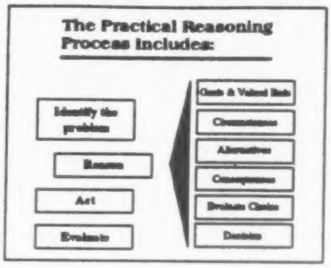
   Example:

   1. Food and Nutrition problem: Gained too much weight eating cafeteria food.
   2. Reasoning Process:

      Goals: To eat more nutritious food and lose weight.
      Circumstances: Eat lunch in the cafeteria every day.

      | Alternatives: | Consequences: |
      |---|---|
      | Skip lunch. | Not very nutritious. |
      | Only buy nutritious food. | Expensive. |
      | Bring nutritious lunch from home. | Takes time—saves money. |

      Evaluate alternatives: Although you have to get up early to make lunch, it will save money and is more nutritious.
      Decision: Decide to bring a nutritious lunch from home.
   3. Act: You go out and buy lots of fruit and vegetables and carbohydrates for lunch.
   4. After one month of bring your lunch, you have lost 5 pounds and saved $40.


The Practical Reasoning Process Includes:
Identify the problem
Reason
Act
Evaluate
Goals & Valued Ends
Circumstances
Alternatives
Consequences
Evaluate Choice
Decision

# Practical Reasoning!

1. **Identify a food problem.**

2. **Reason:**

- What are your goals?

- What are your circumstances?

- What are some alternatives to consider and what are the consequences for you and others?

- Evaluate your alternatives..

- Make a decision..

3. **Act- carry out your decision.**

4. **Evaluate.**
Decide if your decision needs to be changed.

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# TEST BANK
# FOOD AND NUTRITION

## TRUE AND FALSE

1. How you look and feel is partly dependent on the food you eat.
2. The amount of strength you have is affected by your daily diet.
3. What you eat affects you skin, hair, eyes and nails.
4. The more active you are the fewer calories you will need.
5. As you grow older your metabolism will speed up and you will need more calories.
6. The eating pattern you choose as a teenager will usually carry on throughout your life.
7. Meals should be planned around the basic four food groups, but snacks are insignificant and don't really need to have many nutrients.
8. If you enjoy eating the same thing everyday and its nutritious it doesn't really matter if you have a variety of foods.
9. The meals you plan are often determined by the preparation skills you have developed.
10. Planning is a critical part of food preparation.
11. The table setting, accessories and atmosphere when food is served is relatively unimportant.

## MATCHING

A. Nutrients B. RDA C. Food Additives D. Calories

12. Chemical substances which are used by your body after food has been digested.
13. Substances added to food to enhance the flavor or preserve the food.
14. A guide to help you determine the nutrients and the amounts you need each day.
15. The unit traditionally used to measure food energy.

MATCHING

Choose the best answer, Answer may be used more than once.

A. Carbohydrates B. Protein C. Fats

16. Supplies energy. Helps the body digest fats.
17. Insulates the body from shock and temperature changes. Adds flavor to foods.
18. Promotes tissue growth and repair. Regulates body processes and fluid balance in cells.
19. Found mainly in sugar, honey, breads, cereals, fresh fruits, and vegetables.
20. Found in cream, whole milk, cheese, meat, eggs, chocolate, nuts and oils.

**ANSWERS:**

TRUE AND FALSE 1-T, 2-T, 3-T, 4-F, 5-F, 6-T, 7-F, 8-F, 9-T, 10-T, 11-F
MATCHING 12-A, 13-C, 14-B, 15-D, 16-A, 17-C, 18-B, 19-A, 20-C

# Unit Ten

*In this unit students will:*

- *Examine values about clothing.*
- *Identify the interaction between relationships and clothing choices.*
- *Evaluate possible roles involved in clothing selection and maintenance.*
- *Prioritize clothing needs and resources.*

## Clothing

## RESOURCE LIST
## Unit 10: Clothing

| Lesson | Student Handouts | Other Teaching Materials | Teacher Information | Transparency Master | |
|---|---|---|---|---|---|
| A: | First Impressions | Samples of clothing fads<br>Prizes for fad fashion show | Values About Clothing | Your Clothing Opinion | |
| B: | | | Positive & Negative Effects of Clothing | | |
| C: | Selecting and Maintaining Clothing<br>Wardrobe Inventory<br>Comparison Shopping<br>Understanding Care Labels<br>Laundry Aids<br>Do Your Own Laundry<br>Stain Comparison<br>Laundry Experiments<br>Mending Evaluation | Samples of laundry detergents, whiteness, bleach, softeners, etc.<br>Several items of clothing | Shrink and Fade Quiz<br>Laundry Tips<br>Laundry Experiments | Cartoon<br>Laundry Tips | |
| D: | Clothing Resources<br>Clothing Cost Comparison | | | | |
| E: | Practical Reasoning! | | Practical Reasoning and Clothing | | |
| F: | | | Test Bank | | |

# Unit Ten

Suggested time for unit: 4 50-minute periods

*Clothing*

**PRACTICAL PROBLEM: Clothing**

**UNIT PROBLEM:** What should I do regarding clothing decisions I will make when I live on my own?

**LESSONS:**

A. Examine values about clothing.

B. Identify the interaction between relationships and clothing choices.

C. Evaluate possible roles involved in clothing selection and maintenance.

D. Prioritize clothing needs and resources.

E. Solve a clothing problem with practical reasoning.

F. Test Bank

| **VALUE ASSUMPTIONS**<br>(Unit Rationale) | GUIDING TOPICS |
|---|---|
| **Lesson A:**<br>**SUB-PROBLEM 1**<br>Teens should understand the effect of values and goals on their clothing decisions. | Considerations about wearing clothing.<br>Influence of family and peers.<br>First impressions. |
| **Lesson B:**<br>**SUB-PROBLEM 2**<br>Relationships are influenced positively and negatively by our clothing decisions. | Positive and negative aspects. |
| **Lesson C:**<br>**SUB-PROBLEM 3**<br>Adolescents need to consider clothing roles, that is, who selects and cares for their clothing. | Wardrobe inventory.<br>Clothing selection.<br>Clothing care. |
| **Lesson D:**<br>**SUB-PROBLEM 4**<br>Clothing choices are affected by time, money, energy, and skills related to clothing choices. | Individual resources.<br>Different situations. |

# LESSON A

## Examine Values Concerning Clothing

**FOCUS:** What we wear is not only influenced by our family, peers, the media etc. it is also impacted by how we feel in what we are wearing. Even though a friend looks great in a certain outfit that doesn't mean the outfit will be great on everyone. Generally we get immediate feedback about how we are dressed by the reactions of those around us.

**ACTIVITIES:**

1. Use the transparency, "Your Clothing Opinion," and have students write the first thought that comes to their mind when considering what is important to them about what they wear. See Teacher Information, "Values About Clothing."
2. Identify "fads" being worn at school. Ask students to name fads they remember in junior high. Would you still wear the item that was a popular fad now? Why?
3. Assign students to bring a fad and model it in the class "Fad Fashion Show." Give prizes for the oldest, funniest, most popular etc.
4. Have students complete the worksheet, "First Impressions," and identify feelings they have toward appropriate and inappropriate dress.

# Values About Clothing

Clothing is a basic need—one that has been met in various ways throughout time. What we wear these days often gives us more than protection and comfort. Clothing also reflects social needs needs as well—as a sign of social approval, for example. Examining considerations about clothing helps us see what is important to us about the clothes we wear. Some considerations about clothing include:

—comfort
—durability
—style
—ease of maintenance
—image, status
—cost
—sex appeal
—sign of independence
—social approval
—to convey self confidence
—to enhance self-concept
—to be more attractive

# Your Clothing Opinion

**Word Association. Following are a list of words related to clothing and words describing types of clothing. (Add 2-3 additional clothing items at the end.) After each word, write the first thought that comes to your mind with regards to what is important to you.**

1. Sweats ________________________________________

2. Designer Jeans _________________________________

3. No-name jeans _________________________________

4. Business suit __________________________________

5. Letterman jacket ______________________________

6. Raincoat _______________________________________

7. Air Nike shoes _________________________________

8. Men's tie ______________________________________

9. Woman's scarf _________________________________

10. Miniskirt ______________________________________

11. Football uniform ______________________________

12. Prom dress ____________________________________

13. _______________________________________________

14. _______________________________________________

15. _______________________________________________

## Journal Entry #1

*How do I use the clothes I wear to get approval?*

# First Impressions

Family members, friends, and fashion influence our values about clothing. Our culture and heritage come from our families. Peers may influence us also because what our peer group thinks, does, and approves or disapproves may be important to us. Millions of dollars are spent each year on advertising to influence our buying decisions. Even as adults, we may be influenced by those around us or styles that are popular.

Describe a time when family, friends, or fashion trends definitely influenced you to wear what you did.

Identify "fads" being worn this year in your school. Ask someone older about fads they remember in high school.

1. In the space below, tell an experience of being inappropriately dressed for an occasion. For example, a party, sports, event, or job interview.

2. What kind of first impression do you think you are creating now?

3. Why do you choose the clothing you do?

4. What values influence your selection of clothing?

5. Who influences your personal clothing values—parents, peers, magazine ads, media, etc.?

6. Describe a situation where you've been dressed appropriately. How did you feel?

# LESSON B

## Identify Interaction Between Relationships and Clothing Choices

**FOCUS:** Clothing is frequently an identifying trademark. For example, cheerleaders, football players, waiters, pilots, etc. wear certain kinds of clothes that show what they do. Even though we may strive to "overlook" a person's appearance it affects at least our first impression and generally encourages or perhaps discourages our desire to pursue a relationship.

**ACTIVITIES:**

1. Help students identify the positive and negative influences of clothing on relationships by discussing the questions in the Teacher Information, "Positive and Negative Effects of Clothing"
2. Give each student a blank piece of paper to identify as many clothing relationship/activities (ie. swimming suit, formal, halter top, snowmobile suit, gang head or arm band, policeman, priest robes, astronaut suit etc.) as they can in a 3 to 5 minute time period. Have the student with the most read his/her list and describe the effect each type of apparel has on relationships with others. Have other students add other activities they thought of that weren't mentioned.
3. Discuss the effect of clothing on who you are with and the activities you might engage in with them.

## Journal Entry #2

*How do I communicate rejection or acceptance of others based on what they wear?*

# Positive & Negative Effect of Clothing

Although the clothing we wear depends on factors such as lifestyle, activities, climate, and community standards, the type of clothing we wear can help us fit in and feel socially accepted. This feeling of acceptance can be a powerful motivator and in turn affects our self-concept. When relationships are positively influenced by clothing decisions, we are likely to feel acceptance.

1. Think of a situation in which—because of your clothing—you felt accepted. How did you feel about yourself? How did you feel about the people you were with?

When relationships are negatively influenced by clothing decisions, we may feel rejection.

2. Think of another situation where—because of your clothing—you felt rejected. How did you feel about yourself? How did you feel about the people you were with?

3. What challenges do you face or have you faced because someone with whom you have a relationship disapproves of what you wear.

4. What will you do differently about clothing choices when you are on your own? Why?

# LESSON C

## Evaluate Roles Involved in Clothing Selection and Maintenance

**FOCUS:** Selecting, purchasing, cleaning and maintaining clothing becomes a major responsibility of an independent young adult. Many tasks require knowledge and skills that can be developed before moving out on your own.

**ACTIVITIES:**

1. In a circular response, name as many tasks as possible involved in selecting and maintaining clothing. Answer the following questions about each task, Have you ever performed the task by yourself? Who might help you with the task? What do you like most/least about the task? When you are on your own will anyone else be helping you do any of the tasks? Identify tasks you need to learn or improve.
2. Give students the worksheet "Selecting and Maintaining Clothing" to complete on their own.
3. Assign students the "Wardrobe Inventory", instructing them first how to systematically complete a wardrobe inventory.
4. Using the completed wardrobe inventory have students create "new" outfits by coordinating items differently, or purchasing a new inexpensive item to go with something they already have to give it a new look.
5. To experience the process of comparison shopping, knowing the quality of clothing, and the value of planned versus impulse purchases have students "shop" for a clothing item at three different stores. Each student should complete the Student Handout "Comparison Shopping" chart and bring it back to class prepared to discuss their experiences.
6. Bring several items of clothing to class. Have students examine the clothing and particularly read the garment label. Discuss the information on labels. Assign students to look at three labels on their own clothing and record the information on the "Understanding Care Labels" student worksheet.
7. Give students the "Shrink and Fade" quiz. Discuss the answers to the questions. Answers - 1-T, 2-F, 3-F, 4-T, 5-F, 6-T, 7-T, 8-F, 9-T, 10-B, 11-B, 12-A, 13-A, 14-C, 15-C.
8. Display several brands of laundry detergents, whiteners, water softeners, fabric softeners, bleach etc. Read and compare the labels. Look at the size and price. Students should complete the handout "Laundry Aids" at the end of class. (Extra credit could be given as an incentive to bring in an empty container for this exercise to increase the number of brands and sizes for comparing.)

9. Review the "Laundry Tips" transparency with the students. Assign them to do their own or their family's laundry for an entire week, mend one item of clothing, and take something to the dry cleaners. Students should record and hand in a summary of their experiences. Use Student Handout, "Do Your Own Laundry"

10. Have students participate in the "Laundry Experiment" activity. Complete the Student Handout, "Stain Comparison".

11. Discuss clothing maintenance. Use Student Handout, "Mending Evaluation." Have students participate in a relay to see who can sew on a button most effectively and quickly.

# Selecting and Maintaining Clothing

When we were growing up our parents, usually our mothers, took care of selecting, cleaning, and maintaining our clothes for us. List as many tasks as possible involved in selecting and maintaining clothing. Then answer the questions concerning these tasks in the blank spaces to the side.

| Task | Who Does It? | Most/Least Liked About This Task | Who Will Do It When You Are On Your Own? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

# Wardrobe Inventory

You have probably planned clothing for a special occasion or for a vacation. Without a wardrobe plan that suits your own personal needs, you may find yourself making impulse purchases that can add up to costly mistakes. Many people have unworn garments in their closets and drawers.

Knowing what clothing you have helps you know what you need. A wardrobe inventory gives a picture as to what items need to be purchased. Some clothes are worn more often than others. Others are not worn because they need repair, don't fit, or are out of style.

Categorize and list items that you currently wear, are seasonal, that you reserve for special occasions, and that you never wear. Put a check (✓) by those you wear most. Underline those you wear occasionally. Circle those that need repair or cleaning. Cross out those you have not worn for over a year.

| **Currently Wear** | **Seasonal** | **Special Occasions** | **Never Wear** |
|---|---|---|---|
| | | | |
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Answer the following questions after you have completed your wardrobe list.

1. Why do I like the clothes I wear most? Because of color, fit, style, or fabric type?
2. What is wrong with the clothes that were underlined?
3. Why are certain garments in the "never wear" category? Because they don't fit, you don't like them, they need repair, they don't go with anything else?
4. What will you do with clothing not worn in over a year?

# Comparison Shopping

A shopper can benefit from comparison shopping, knowing the quality of clothing, and the value of planned versus impulse purchases.

Describe an item of clothing you purchased recently that turned out to be a good addition to your wardrobe. What made it a good addition?

Consider the following process of buying a clothing item—either hypothetically or for real, answering the following questions.

Describe the clothing item in detail: "Shop" for this item at 3 dif-ferent stores and complete the Comparison Shopping Chart below.

| **Item:** | **Store A** | **Store B** | **Store C** |
|---|---|---|---|
| Store Name/Type: | | | |
| Distance to Store: | ___miles | ___miles | ___miles |
| Store Features:<br>Knowledgeable clerks | Yes No | Yes No | Yes No |
| Clean and pleasant facilities | Yes No | Yes No | Yes No |
| Special services (charge accounts, layaway, gift wrap) | Yes No | Yes No | Yes No |
| Return policy | | | |
| Garment Features:<br>Brand name | | | |
| Fiber content | | | |
| Care instructions | | | |
| Quality | | | |
| Fit | | | |
| Cost | $______ | $______ | $______ |

At which store would you buy the garment? Why?

Describe an experience you've had selecting a poor quality article of clothing. What did you learn?

Clothing can be a substantial part of a budget. How will you budget for your clothing purchases when you are on your own?

# "Understanding Care Labels"

Record information from three items of clothing you own:

1. 2. 3.

Explain the following statements found on labels.

| | Label instructions | What it means |
|---|---|---|
| 1. Dry clean only | | |
| 2. Wash separately | | |
| 3. Wash with like colors | | |
| 4. Machine wash cold | | |
| 5. Wash on permanent press cycle | | |
| 6. No wringing or twisting | | |
| 7. Tumble dry | | |
| 8. Line dry | | |
| 9. Block to dry | | |
| 10. Iron damp | | |
| 11. Cool iron | | |
| 12. No ironing needed | | |

# Shrink and Fade Quiz

Name________________________________

Have your ever had your white clothes turn pink in the washer? Shrunk for favorite T-shirt? Washed your jeans with a pen in the pocket? Or found colored spots all over your clothes in the dryer from a crayon left in your little brother's pocket? If yes, then you have firsthand experience with laundry problems. Answer the following true/false questions by circling T for true and F for false:

T F 1. To keep whites white and colors bright, sort and separate your clothes before washing them.
T F 2. Chlorine bleach can be used with any clothing labeled "bleach safe."
T F 3. It is recommended to always use a cold rinse when laundering.
T F 4. To avoid lint problems, wash lint-catchers, such as permanent press clothes and corduroy, separately from lint-makers, such as towels and fuzzy sweaters.
T F 5. Use a short wash cycle for your extra-dirty clothes and a longer cycle for lightly soiled things.
T F 6. Pre-treat stains before washing.
T F 7. Untreated stains will usually set in the dryer.
T F 8. Save energy to putting two or more loads of laundry into the dryer at once.
T F 9. Removing clothes immediately after the dryer stops prevents wrinkling.

Multiple Choice: For each item circle the letter corresponding to the best choice.

10. Which cycle is recommended to wash loosely-knit articles, clothes with delicate stitching or lace trim, and hand washables?
    A. regular or normal
    B. gentle or delicate
    C. permanent press
    D. economy wash

11. Pouring this product on your clothes right from the container may weaken the fabric:
    A. fabric softener
    B. chlorine bleach
    C. heavy-duty laundry detergent
    D. water softener

12. Which washing machine cycle is recommended to wash jeans, linens, towels, and other sturdy fabrics?
    A. normal or regular
    B. gentle or delicate
    C. permanent press
    D. economy wash

13. To get rid of clumps in a just-washed down jacket caused by machine washing
    A. place a pair of clean sneakers in the dryer with the jacket to break up clumps
    B. hold a hot iron on steam setting several inches above the jacket for two minutes
    C. pull on the fabric to separate the clumps
    D. hand the jacket on the line

14. To prevent bright red sweats from fading fast, use:
    A. hot wash, warm rinse
    B. hot wash, cold rinse
    C. cold wash, cold rinse
    D. cold wash, warm rinse

15. To remove body soil from collars and cuffs, perspiration stains, and food stains before washing, treat blouses and shirts with
    A. hot water
    B. fabric whitener
    C. enzyme pre-soak
    D. baking soda

Period__________ Name________________________

## "LAUNDRY AIDS"

Using the laundry aids displayed in class compare at least 2 brands of detergent, 2 whiteners, 2 kinds of bleach and 2 fabric softeners.

| | **Brand** | **Size** | **Price** | **Claim made by product** | **Comments** |
|---|---|---|---|---|---|
| Detergent | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| Whitener | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| Bleach | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| Fabric Softener | | | | | |
| 1 | | | | | |
| 2 | | | | | |

Which ones would you choose?

Why?

# LAUNDRY TIPS

1. **Read the care labels.**

2. **Sort clothes.**
    a. Color
    b. Fabric (fiber content)
    c. Surface Texture (some fabric attract lint, others produce it)
    d. Construction (delicate or heavy duty)
    e. Degree of Soil
    f. Water Temperature

3. **Prepare each load for washer:**
    a. Mend rips or tears before washing
    b. Close zippers, hooks, and buttons.
    c. Shake out loose dirt/lint
    d. Empty pockets

4. **Pretreat stains and heavy soil**

5. **Select the right laundry products for the job and follow package directions.**

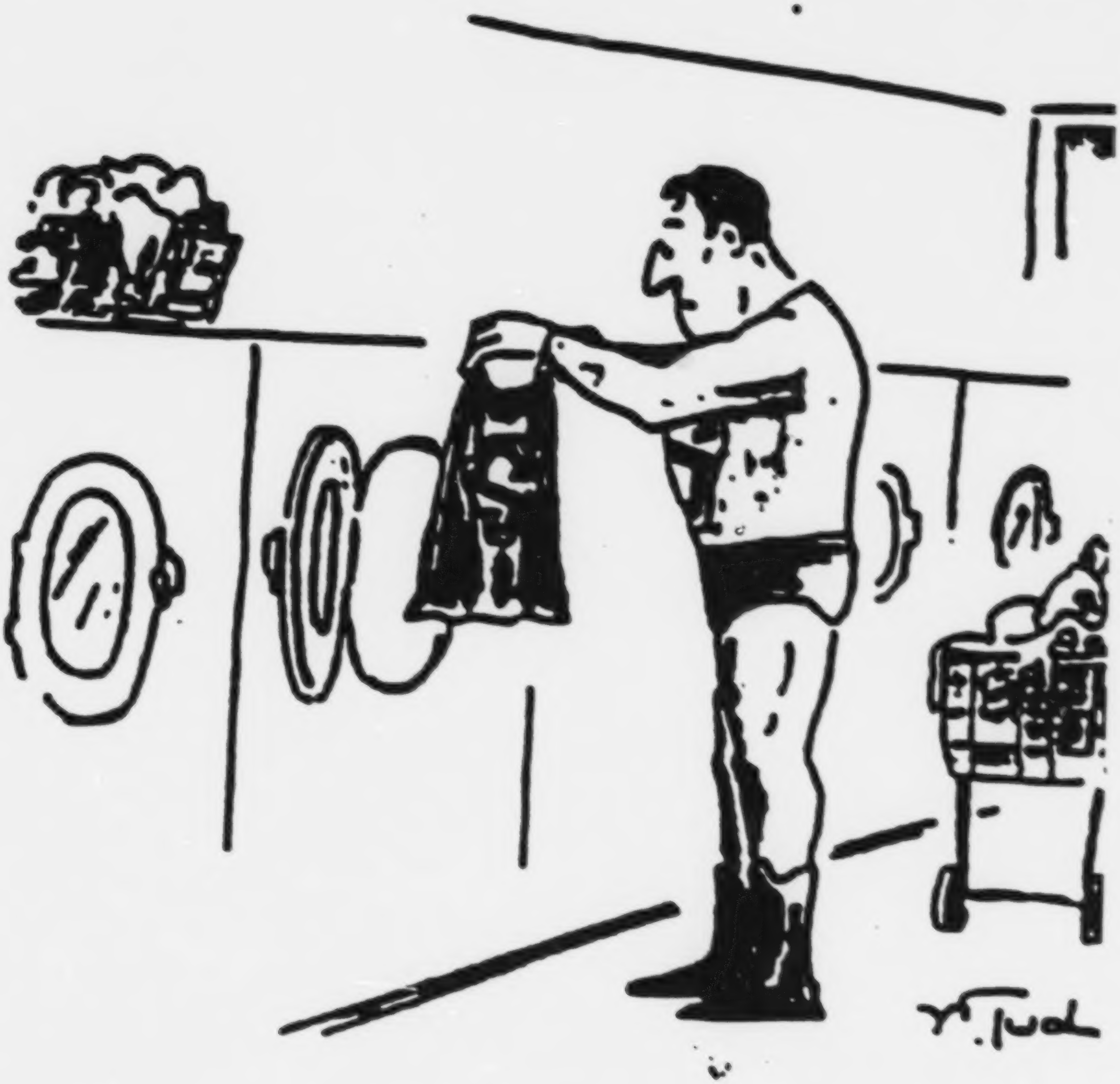
6. **Load the washer loosely:**
    a. A load should consist of articles of various size.
    b. Do not over load the washer.

7. **Choose proper water temperature and agitation speed.**

8. **Rinse thoroughly.**

9. **Use the dryer properly.**
    a. Use dryer sheets to prevent static cling
    b. Regular
        - all loads except permanent press and "no-iron" garments
        - lingerie containing elastic should be dried on regular
        - do not over dry
    c. Permanent Press
        - remove clothes from dryer immediately when tumbling stops
    d. Damp Dry
        - eliminates the need for hand sprinkling before ironing.
    e. Air Fluff
        - freshens pillows, draperies, bedspreads, etc.
    f. Commercial Dryers
        - operate at higher temperatures than a dryer in the home - may cause excessive wrinkling

Adapted from North Dakota State curriculum guide, "Decisions for Independent Living Guide," Vol. II, p. 781. North Dakota State University, 1989.



# LAUNDRY TIPS

1. Read the care labels.
2. Sort clothes.
3. Prepare each load for washer.
4. Pretreat stains and heavy soil.
5. Select the right laundry products for the job and follow package directions.
6. Load the washer loosely.
7. Choose proper water temperature and agitation speed.
8. Rinse thoroughly.
9. Use the dryer properly.

# Do Your Own Laundry

1. Review the Laundry Tips. Do your own laundry for the next two weeks. (Realize that doing laundry at a laundromat would cost more than using your family's washer and dryer.) Include information about sorting, any prewash treatment, wash temperature you used, and the laundry products you tried out in the space below.

2. Mend and/or alter one item of clothing. Record your experience here:

3. Take something to the drycleaner. Record your experience here:

## Analysis

1. What will I do to keep my wardrobe in order when I'm on my own?

2. What will I do about laundry when I'm on my own?

# "LAUNDRY EXPERIMENTS"

Divide the class into 5 groups. Have each group put stains of blood, grass, grape juice, ink, lipstick, and dirt on a piece of white terry cloth. One sample should be done about one week in advance to allow stains to set. Instruct each group to treat and wash the terry cloth as outlined below. (If washing machines aren't available cans with lids or wide mouth mason jars make great washing machines. Fabric samples may have to be cut into individual stains if done this way however.)

Wash:
- one in hot water with detergent
- one in cold water with detergent
- pretreat one with spot remover, wash in warm water with detergent
- pretreat the one that is one week old and wash in warm water with detergent
- look on a stain removal chart and pretreat each stain individually, (cut terry cloth apart if necessary to treat stains individually) Wash in warm water with detergent (washed in bleach or whitener could also be added if more groups were needed)

Allow samples to dry and compare results.

Period__________ Name______________________________

## "LAUNDRY EXPERIMENTS"

Compare the samples washed in class. Record your observations.

| | Washed in Hot Water | Washed in Cold Water | Pre-treated Warm Water | Week Old Pre-treated Warm Water | Pre-treated Individually Warm |
|---|---|---|---|---|---|
| Water | | | | | |
| Blood | | | | | |
| Grass | | | | | |
| Grape Juice | | | | | |
| Ink | | | | | |
| Lipstick | | | | | |
| Dirt | | | | | |

What did you learn from this experiment about stain removal. Is there a "best" method?

Compare 5 stain removal products:

| Brand | Price/Size | Product Claims | Comments |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Which products would you choose?

Why?

# "Mending Evaluation"

Evaluate the following mending jobs you have completed:

| | Student Score | Teacher Score |
|---|---|---|
| Button: (1 point each) | | |
| Shank is firm, button is firm | | |
| Shank allows buttonhole to lay flat under button | | |
| Stitching is snug but doesn't cause puckering | | |
| Threads are firmly fastened and neatly trimmed | | |
| Overall appearance is neat | | |
| Repaired Seam: (1 point each) | | |
| Stitching is straight | | |
| Seam is closed without puckers or valleys | | |
| Ends of stitching are firmly fastened, neatly trimmed | | |
| Stitching is small enough to be secure, but not too small | | |
| Overall appearance is neat | | |
| Hem: (1 point each) | | |
| Hem repair blends in with original stitches | | |
| Stitches are firm but do not pucker or pull | | |
| Ends of threads are securely fastened, neatly trimmed | | |
| Hem is pressed | | |
| Rip or Tear: (2 points each) | | |
| Patch completely covers rip or tear but isn't too big | | |
| Edges of patch are securely fastened with either stitching or bonding | | |
| Patch looks neat | | |
| Totals | | |

## LESSON D

### Prioritize Clothing Needs and Resources

**FOCUS:** Clothing choices are affected by time, money, energy and skills.

**ACTIVITIES:**

1. Give students the Student Handout, "Clothing Resources" to complete and hand in to the teacher.
2. Have students compare the cost, time, energy and skill for the same clothing item if purchased, self constructed, constructed by someone else. Also compare the cost of alterations done by the store, by self, by an independent seamstress. Use student Handouts "Clothing Cost Comparison."
3. Discuss: What is my most limited resource regarding clothing? What can I do about it?

# Clothing Resources

Resources available for clothing vary from one individual to the next, and from one situation to the next. Clothing choices are affected by time, money, energy, and skills.

Sometimes what we want may not be what we need. A need is something you must have for survival. A want is something that gives you satisfaction. Advertising plays an important role in what we add to our "want" list. Analyze the resources you will have to help you with your clothing needs when you are on your own.

| **Resource** | **Right Now** | **On My Own** |
|---|---|---|
| Time: | | |
| Money: | | |
| Energy: | | |
| Skill: | | |

How do you see your resources being different when you're on your own?

What are some ways you could improve any of your resources now?

In the space below, determine what additional clothing you would buy if you had $500, $250, or $100 to spend this next year. List the items in order of importance.

| **$500** | **$250** | **$100** |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

What are the most important things you have found out about yourself and the clothes you wear?

What else do you need to know to take care of your clothing adequately when you're on your own?

## Journal Entry #7

*What is my most limited resource regarding clothing?*

# CLOTHING COST COMPARISON

## Clothing Cost Comparison

Clothing Item:______________________________

| | Purchased Ready-Made | Self Constructed | Made By a Seamstress |
|---|---|---|---|
| Time Required | | | |
| Cost | | | |
| Energy | | | |
| Skills | | | |

Alteration:______________________________

| | Done by Store | Self | Independent Seamstress |
|---|---|---|---|
| Time Required | | | |
| Cost | | | |
| Energy | | | |
| Skills | | | |

# LESSON E

## Practical Reasoning and Clothing

**FOCUS:** Solve a clothing problem using practical reasoning.

**ACTIVITIES:**

1. Students will solve a clothing problem by going through the practical reasoning process. Use Student Handout, "Practical Reasoning." Below is a brief example of how to use practical reasoning to solve a problem. Encourage the students to indicate all their circumstances that affect this problem and to brainstorm as many alternatives as possible. In addition, have the students state what consequences each alternative has for their family and other relationships.

Example:

1. Clothing problem: Gained weight, clothes don't fit.
2. Reasoning process:

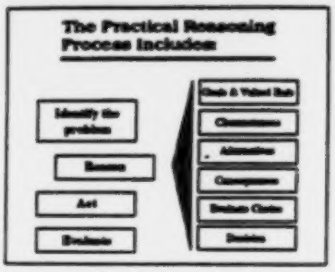
Goals: To get clothes for school.
Circumstances: Little money, lots of hand-me-downs, love to shop. Some sewing skill (Mom!)

| Alternatives: | Consequences: |
|---|---|
| Let clothes out | Some OK, most not. |
| Buy new clothes | Not enough money. |
| Mom sew some | Will sew 2 shirts.<br>Not enough time. |
| Shop 2nd hand stores | Fun! |
| Diet | Takes too long. |

Evaluate alternatives: The most practical is to do all the alternatives.
Decision: Decide to ride the bus to work.

3. Action: Let best clothes out, buy 1-2 new things that expand, mom sew 2 shirts, shop at resale stores, diet!
4. Evaluate: Progress is slow, but after one week, a little is evident.

# Practical Reasoning!


The Practical Reasoning Process Includes
Identify the problem
Reason
Act
Evaluate
Goals & Valued Ends
Circumstances
Alternatives
Consequences
Evaluate Choices
Decision

1. **Identify a clothing problem.**

2. **Reason:**

- What are your goals?

- What are your circumstances?

- What are some alternatives to consider and what are the consequences for you and others?

- Evaluate your alternatives.

- Make a decision.

3. **Act- carry out your decision.**

4. **Evaluate.**
Decide if your decision needs to be changed.

# TEST BANK

**True and False:**

1. Oxygen bleach is to be used exclusively with clothes that are labeled "bleach safe."
2. It is recommended to exclusively use a cold rinse when laundering.
3. Save energy by putting two or more loads of laundry in the dryer at once.
4. The higher the water level, the cleaner the clothes.
5. Making your own clothing always saves money.

**Matching:**

The following terms are often found on clothing labels. In the space after the statement, write the term that best completes the statement.

A. Machine wash
B. Dry clean
C. Hand wash separately

6. A wool blazer is completely lined. It's heavily soiled around the collar. the best way to care for it is to ______________ it
7. The t-shirts, towels, and underwear are all cotton and all the same color. The best way to clean these items is to ______________them.
8. A lightweight blouse with a delicate lace collar could be least expensively cared for by ________________.
9. The most expensive way to care for clothing is to ___________them.
10. The most time consuming method of caring for clothing is ______________.

**Short Essay**

Identify the problem and possible solutions for the following situations:

11. A new red sweatshirt was mixed with the white towels. All the towels were pink when they came from the washer.
12. The load of laundry was covered with white fibers from several paper tissues that were left in the pocket of a shirt.
13. All of the laundry was washed in one load. The white garments looked grey when removed from the washer.

14. A 100% cotton sweater was taken out of the washer and hung on a hanger to dry.

15. The towels, sheets, and nylon underwear were put in the dryer. When removed, the sheets were dry, the towels damp, and the underwear wrinkled.

16. Hot water was used in the washer for washing and rinsing. The perma-press clothes came out very wrinkled.

17. Liquid bleach was poured directly on the clothes. The clothes came out of the washer with light-colored streaks.

18. The dryer continued to run after the sound of the buzzer. All of the perma-press shirts were full of wrinkles. Everything would have to be pressed.

Answers: True and False 1-F, 2-F, 3-F, 4-F, 5-F Matching 6-B, 7-A, 8-C, 9-B, 10-C.

*Life Management:* Moving Out!

# Unit Eleven

*In this unit students will:*

- *Analyze the influence of values and goals on preparing for marriage,*
- *Recognize the effect of marriage on relationships with others*
- *Evaluate roles in preparing for marriage, and*
- *Assess ways of using resources to prepare for marriage.*

## Marriage

## RESOURCE LIST
Unit 11: Marriage

| Lesson | Student Handouts | Other Teaching Materials | Teacher Information | Transparency Masters |
|---|---|---|---|---|
| A: | "Family Functions"<br>"Family Structure"<br>"Family Stages" | About 7 Colored posterboards<br>Sasse, C., Hagy A., Kahn, T., Brinkley, J. (1987). Life Skills; Personal & Home Management. CA: Glencoe Publishing Company.<br>Thompson, P.J., Failon - Priest, T. (1990). Lifeplans (2nd Ed.). OH: Southwestern Publishing Co.<br>Wehlage, Nancy. (1989). Goals for Living: Managing Your Resources. IL: The Goodheart. Willcox Company, Inc. | | |
| B: | "Lasting Relationships"<br>"3 Steps in Lasting Relationships"<br>"Engagement"<br>"Intimacy and the Relationship" | Blindfolds | "Lasting Relationships"<br>"Three Stages in Lasting Relationships" | |
| C: | Roles in Marriage<br>Reunion Scenario | | | |
| D: | Resources in Marriage | | | |
| E: | Practical Reasoning | | Practical Reasoning and Marriage | |
| F: | | | Test Bank | |

# Unit Eleven

*Suggested time for unit: Eight 50-minute class periods*

***Marriage***

**ISSUE:** **Marriage**

**UNIT PROBLEM:** What can I be doing now to prepare for marriage later on?

**LESSONS:**

A. Analyze the influence of values and goals on preparing for marriage.

B. Recognize the effect of marriage on relationships with others.

C. Evaluate roles in preparing for marriage.

D. Assess ways of using resources to prepare for marriage.

E. Practical reasoning exercise.

F. Test bank.

| **VALUE ASSUMPTIONS:** (Unit rationale) | **GUIDING TOPICS:** (Content) |
|---|---|
| **Lesson A:**<br>**SUB-PROBLEM 1**<br>Teens should think about what is important to them in a marriage relationship. | Family functions<br>Sharing resources, responsibilities, priorities, goals<br>Kinds of family structure<br>Nuclear, extended, one-parent, blended<br>Family stages<br>Founding, expanding, contracting<br>Valued qualities in a "date"<br>Later in a "mate" |
| **Lesson B:**<br>**SUB-PROBLEM**<br>A marriage relationship has a profound effect on other important relationships. | Lasting relationships: initiation, maintenance, commitment, termination.<br>Engagement and readiness<br>Intimacy |
| **Lesson C:**<br>**SUB-PROBLEM**<br>Evaluate roles in preparing for marriage. | Who will do what in the marriage partnership? |
| **Lesson D:**<br>**SUB-PROBLEM**<br>Assess ways of using resources to prepare for marriage. | Time<br>Communication<br>Money |

# LESSON A

## Goals, Values, and Marriage

**FOCUS:** Analyze the influence of values and goals on preparing for marriage.

**ACTIVITIES:**

1. Students will define what a family is. Have the students define family. Ask students, "What is your definition of family? What makes a family different from other groups?" Have the students describe some functions of the family. Ask, "How do these relate to family members' needs and wants?" Have the students also identify the qualities of strong families. Ask, "Which trait do you think is most important? Why? Which trait do you think is least important? Why?"

2. Students will examine the different functions of the family. Hang several colored posters that say, "A Family should: could: does: can: sometimes: never: is: " Have the students write their responses to these phrases on the posters. Then, discuss the different responses and the different functions of a family. Use Student Handout, "Family Functions." Discuss how the marriage relationship affects the functioning of the family.

3. Students will understand the different family structures and stages. Use Student Handout, "Family Structure" and "Family Stages." Because of the increasing number of single parent and blended families, many articles about them appear in newspapers and magazines. Have the students locate an article about a single-parent or blended family. Have them write a brief report summarizing what the article has to say about the satisfaction and frustrations of these kind of families. Be sure to have them credit the magazine or paper the article is found in, page number, and author.

4. Have the students select a married couple whom they admire (e.g. parents, other relatives, or from television and movies, etc.) Make a list of the qualities in the relationship that they like. Choose another couple whose relationship is not admirable and make another list of the qualities that they do not like.

5. Ask the students, "What makes a quality boyfriend and girlfriend or marriage relationship?" Have the students make a list of the qualities that they value in a boyfriend/girlfriend relationship and would like to have in a future marriage relationship.

   Then have the students make a list of qualities that they desire in a mate. Ask the students now to evaluate themselves in terms of these qualities. In other words ask the students, "Do I possess these qualities?" Point out that in a relationship it is more important to be the right person, not just find the right person. Discuss how what we value will influence the people that are attracted to us.

## Journal Entry #1

*My most important marriage goals will be…*

# Family Functions

The family facilitates growth and development of individual family members by sharing resources (time, energy, money, information), responsibilities, priorities, and goals. Think of ways your family shares:

Time

Energy

Money

Information

Responsibilities

Priorities

Goals

When you marry, are there family ways of sharing you will—continue?

Are there any you would discard?

# Family Structure

Family structures may take on various forms, but whatever the structure, families try to provide a quality environment which encourages human growth and development. These family structures could be any of the following:

- nuclear: married couple in their own home with children, if any.
- single-parent: one adult lives with one or more children.
- blended: single parent married; family includes step-parent, perhaps step-children.
- extended: several generations of a family live in one home.

Describe the structure of your family when you were a child.

Describe the structure of the family you would like as an adult.

Is there a difference between your reality and ideal? Why or why not?

How could your future spouse and his or her expectations change the picture?

# Family Stages

Families progress through three general stages:
- founding: couple forms, children are born.
- expanding: children are added, progress through developmental stages.
- contracting: children launched; retirement.

Identify the present "family stage" of your own family.

Compare with other members of your class.

When you begin your family, how will your situation be different from the family you left as a child?

Why could it be useful to understand that families progress through predictable stages?

# LESSON B

## Relationships and Marriage

**FOCUS:** Relationships affect marriage and marriage affects relationships.

**ACTIVITIES:**

1. Students will understand the aspects of a lasting relationship. Use Teacher Information and Student Handouts, "Lasting Relationships."
2. Discuss the three stages in a relationship: initiation, maintenance, and commitment or termination. Use Teacher Information and Student Handout "Three Stages of Lasting Relationships." Discuss with the students what it means to "be in a relationship" and what commitment means in a relationship.
3. Students will understand how a relationship changes during the engagement period. Use the Student Handout, "Engagement." Discuss with the students the validity of the statement, "Notice how your fiancee treats his (her) mother (father) and sisters (brothers) for that is how he (she) will treat you." Have the students examine the relationships they have now with their family and friends and boyfriend/girlfriend. Talk about how these relationships are indicative of their future marriage relationship. Ask the students, "What can you be doing now to improve your current relationships that will help you prepare for marriage?"
4. Students will examine the part that intimacy plays in a relationship. Use Student Handout, "Intimacy and the Relationship." Discuss with the students how trust or mistrust can be built in a relationship with respect to intimacy.
5. Illustrate trust. Have students pair up and blindfold one of the pair. Lead the blindfolded person through an obstacle course or down a set of stairs. Compare experience. What did the person do that helped the blindfolded person gain or lose trust?

   See p.3 of Student Handout, "Intimacy and the Relationship."

# Lasting Relationships

A lasting relationship involves an investment of the self in the other person—and that person's investment of self in you. It requires constant work, nurturing and care, and the ability to give and take in the relationship. When we marry we bring our own set of absolutes to the relationship. If we allow these absolutes to be frozen in place and refuse to look at the other's point of view or their "very different" way to doing things, we can experience frustration.

Identify some of your own absolutes (statements that use never and always that we hang on to) by completing the open-ended sentences below.

1. When I get married and invest in another person, I will always ____________________
2. When I get married and invest in another person, I will never ____________________
3. When I get married, I expect ________________________________________
4. When I get married and invest in another person, my spouse will always ____________
5. When I get married and invest in another person, my spouse will never____________
6. When I get married, I will be expected to__________________________________
____________________________________________________________

## The "Fruit Rules"

A newly married couple were at home together. After looking in the refrigerator, the wife comes in to her husband with a shocked look on her face. "Who ate the grapes?" "I did," the husband replied. "Well, you ate them the wrong way!" she cried. "You're not supposed to pick them off randomly and leave the bunch full of holes and stems. You're supposed to pick off one small bunch at a time!" The husband replied, smiling, "I had no idea there were 'grape eating rules'".

Your family may have had ideas about eating fruit, or sandwiches, or cookies—or some other tried and true way of doing things that became traditional in your home. The person you marry will probably have a totally different way of scrambling eggs or doing laundry, for example. These are NOT right or wrong—only different!

What are some of your family's traditions that have become rules?

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

# Lasting Relationships

Identify some of your own absolutes (statements that use never and always that we hang on to) by completing the open-ended sentences below.

1. When I get married and invest in another person, I will always ______________________

    ____________________________________________

    ____________________________________________

2. When I get married and invest in another person, I will never ______________________

    ____________________________________________

    ____________________________________________

3. When I get married, I expect ____________________________________

    ____________________________________________

    ____________________________________________

4. When I get married and invest in another person, my spouse will always ____________

    ____________________________________________

    ____________________________________________

5. When I get married and invest in another person, my spouse will never____________

    ____________________________________________

    ____________________________________________

6. When I get married, I will be expected to_____________________________

    ____________________________________________

    ____________________________________________

    ____________________________________________

# Three Stages of Lasting Relationships

## First Stage: Initiation

Most lasting relationships can be understood in terms of three stages: initiation, maintenance, and commitment or termination. A couple enters *the initiation stage* once they feel mutually attracted. They test their compatibility—the ability to get along through dating. They begin to test feelings of trust, dependability, find what they have in common, share feelings and experiences—"self disclosure". This involves risk.

It's a good time to assess your values, your personality and ability to get along with someone else, and define what you want from the relationship—someone to protect you? to grow and progress? certain other expectations? Answer the following questions for yourself and another friend.

| **Yourself** | **A Friend** |
|---|---|
| Your values: | Their values: |
| What is your personality like: | What is theirs like: |
| What do you want in a relationship? | What do they want in a relationship? |

## Second Stage: Maintenance

As time passes, the relationship must be **maintained** or the couple will drift apart of break up. Maintaining the relationship requires staying connected—it takes time. During this time couples confront issues that test their values, such as finances, housing, schooling, having children, insurance, and employment.

They may also enter situations that test their role expectations, including health problems, children, financial problems, unemployment, mother staying at home or mother going to work, the division of labor. Again, this requires give-and-take—becoming couple-centered and saying "we" instead of "I." This give-and-take, by the way, is a process. It doesn't happen all at once.

Have students write a statement of their values about the following issues and their role expectations in the situations listed below. Include a couple of issues or situations they are concerned about that may not be listed:

### ISSUES—values

Finances ______________________________
Housing ______________________________
Schooling for both partners ______________________________
Having children ______________________________
Insurance ______________________________
Employment ______________________________
______________________________
______________________________

### SITUATIONS—role expectations

Health problems ______________________________
Children ______________________________
Financial problems ______________________________
Unemployment ______________________________
Mother staying at home ______________________________
Mother going to work ______________________________
Division of Labor ______________________________
______________________________
______________________________

## Third Stage: Commitment or Termination?

**Commitment** means that both the person and relationship are important, that both parties are willing to share lifeplans—that there is more to them as a couple than as separate individuals. Ask students these questions as they think about a future marriage partner:

1. Is there mutual understanding of each other's values, goals, and expectations from marriage?
2. Is there mutual acceptance of each other as a person with flaws and faults?
3. Does the relationship reinforce and improve your image of yourself?
4. Does it make you feel worthwhile and valuable both to yourself and the other person?
5. Does the relationship reinforce the other's self-concept?
6. Is the relationship one in which you feel natural and can be yourself? Or, do you find yourself trying to make yourself over into the kind of person you think the other wants?
7. Is the person someone you would like, admire, and enjoy, even if love was not present?
8. Is it a relationship that others recognize and approve?

### Ending Relationships

Dating relationships may end before or after the commitment stage is reached. Here are some realities about ending relationships:

- The sooner an unsatisfactory relationship is ended, the less damaging it is to self-esteem.
- Some people hold on to an unworkable relationship.
- The way a person ends a relationship tells a lot about his or her maturity. People who are overly dependent may be willing to do or give anything in an attempt to maintain the relationship.

Why do some people stay in a "no growth" relationship?

Since marriage is considered a lifetime arrangement, it's difficult for us to think about or consider ending the marriage. In addition, a lot of growth can come from working things out, learning to forgive, and a willingness to learn from each other. In reality, some relationships will end. Consider why (or why not) these situations could end a relationship. Ask students to consider the following situations:

1. Premarital pregnancy
2. Involvement in financial dishonesty
3. Physical abuse
4. Emotional abuse (more difficult to measure)
5. Drugs or alcohol
6. Unfaithfulness to partner
7. Health problems

# First Stage: Initiation

Your values, your personality, and ability to get along with someone else define what you want from the relationship—someone to protect you? to grow and progress? certain other expectations? Have students answer the following questions for themselves and another friend.

| Yourself | A Friend |
|---|---|
| Your values: | Their values: |
| What is your personality like: | What is theirs like: |
| What do you want in a relationship? | What do they want in a relationship? |

# Second Stage: Maintenance

Staying connected requires give-and-take, becoming a "we" instead of "I." It's a process. See how you will adjust. Write a statement of your values about the following issues and your role expectations in the situations listed below. Include a couple of issues or situations you are concerned about that may not be listed:

## ISSUES—values

Finances ______________________________

Housing ______________________________

Schooling for both partners ______________________________

Having children ______________________________

Insurance ______________________________

Employment ______________________________

______________________________

______________________________

## SITUATIONS—role expectations

Health problems ______________________________

Children ______________________________

Financial problems ______________________________

Unemployment ______________________________

Mother staying at home ______________________________

Mother going to work ______________________________

Division of Labor ______________________________

______________________________

______________________________

# Third Stage: Commitment or Termination?

Check your commitment. Ask yourself these questions as you think about a future marriage partner:

1. Is there mutual understanding of each other's values, goals, and expectations from marriage?
2. Is there mutual acceptance of each other as a person with flaws and faults?
3. Does the relationship reinforce and improve your image of yourself?
4. Does it make you feel worthwhile and valuable both to yourself and the other person?
5. Does the relationship reinforce the other's self-concept?
6. Is the relationship one in which you feel natural and can be yourself? Or, do you find yourself trying to make yourself over into the kind of person you think the other wants?
7. Is the person someone you would like, admire, and enjoy, even if love was not present?
8. Is it a relationship that others recognize and approve?

Why do some people stay in a "no growth" relationship?

In reality, some relationships will end. Consider why (or why not) these situations could end a relationship. Write your answers in the space below.

1. Premarital pregnancy
2. Involvement in financial dishonesty
3. Physical abuse
4. Emotional abuse (more difficult to measure)
5. Drugs or alcohol
6. Unfaithfulness to partner
7. Health problems

# Engagement

A relationship changes during the engagement period. Engagement is a time for a couple to plan realistically for the future. Consider how a variety of engagement issues will influence a couple's relationship:

- Emotional—learn to function as a team and cooperate and compromise as needed.
- Financial—income? spending? How much? By whom? Paying bills? Household and other expenses? Checkbook? Budget? Savings?
- Social—working out relations with new and old friends and relatives requires more give-and-take.

Roleplay three different situations in your class. Describe them below and discuss their possible effect on the couple's relationship.

Situation #1

Situation #2

Situation #3

Think of other engagement issues that might influence the relationship.

# Intimacy and the Relationship

Intimacy is that part of the personal relationship that allows one person to become familiar with the feelings, moods, strengths, and weaknesses of another. Women are more aware of feelings and men may think of love and intimacy as physical rather than emotional. Actually, both physical and emotional sharing are important to an intimate relationship. Some couples try to use shortcuts to intimacy such as sex, alcohol, or drugs.

What are your intimacy expectations?

What do you like about your parent's relationship?

What about your parent's relationship would you do differently?

Genuine intimacy is built up through the experience of sharing a variety of "little things" together. These "little things" could be a special look, a funny story or personal experience, a shared disaster, holding hands, bumping against each other's ideas and working things out, laughing together, or crying together.

Interview two people you respect from your parent's generation about what has brought them close to their marriage partner.

Person #1

Person #2

We live in a society that commercializes sexuality. It confuses infatuation and sexuality with love. It is easy for the media to depict intense moments of physical intimacy. It is more difficult to capture the subtle emotional interactions that combine to create feelings of love.

Describe the emotional interactions you think might exist before a love scene in a popular soap.

You may have certain expectations regarding the sexual relationship in your future marriage. Whatever moral choices you make with respect to sexuality require a relationship of trust of the part of both partners. If you can trust the other person, you feel secure.

Part of that trust relationship is that the other will care even when things aren't going well. They may be angry or sad, but not indifferent or apathetic. When we are indifferent or apathetic, we are using manipulation or playing games with the other person's emotions. This is NOT intimacy. If a couple feel love for each other, they will think about each other's long-term well being and use their intimacy to build one another's self-esteem.

# LESSON C

## Roles and Marriage

**FOCUS:** Examine the different roles that are associated with marriage and how to prepare for them.

**ACTIVITIES:**

1. Students will examine their role expectations in marriage. Use Student Handout, "Roles in Marriage." Ask the students, "Will your roles change depending on who you marry?" For example, what if you expect to stay home and take care of the children but your husband doesn't make enough money, or you get divorced, or your spouse dies, how will these situations affect your roles. Or, what if you expect to have a job while your wife stays home, but you marry someone who wants a career and doesn't want to stay home with the children, how will that change your role. Discuss with the students what they can do to prepare now for the expected and unexpected roles that might have to fill in a marriage relationship.
2. Have students imagine a five year reunion for their graduating class. What kind of position do they expect to be in five years from now? Write their own scenario and have a friend write one for them. Discuss the differences between the two. Use Student Handout for activity 2.

# Roles in Marriage

Some couples like to share different marital duties or roles. Others have specific expectations and split duties up between husband and wife. Who do you think should do the following?

a = husband entirely
b = husband more than wife
c = husband and wife equally
d = wife more than husband
e = wife entirely

___ Housekeeping
___ Yard work
___ Home repairs
___ Earning a living
___ Decide how money is spent
___ Initiate sexual activity
___ Organize and start family
___ Recreation
___ Keeping in touch with relatives
___ Caring for children
___ Teaching and training children
___ Disciplining children

If you and your spouse agree about how to fill roles, there should be few conflicts. However, spouses often do not agree on ideal roles and sometimes life prevents the filling of ideal roles. You may have to compromise and negotiate to find the roles that are right for you and your spouse as well as your life circumstances.

Part of what young people expect from marriage comes from observing their own parents' marriage. Observe how your parents fill the roles listed above. Talk to another adult couple whom you admire and ask them about a specific role.

| Question | Your Parents | Another Couple |
|---|---|---|
| Who does housekeeping chores? | | |
| Have you always filled housekeeping roles the same way? | | |
| Have you ever experienced conflict about housekeeping roles? | | |
| How did you negotiate the problem? | | |

## Journal Entry #2

*How do I see my roles changing when I marry?*

**In the space below, write your own scenario—how you envision your life 5 years from now. Write one for a friend and have a friend write one for you in the second space.**

| Your Scenario | Your Friend's Description of Your Scenario |
|---|---|
| | |

What are the differences?

# LESSON D

## Resources and Marriage

**FOCUS:** Formulate a plan considering resources needed in a marriage, including income, communication, and time.

**ACTIVITIES:**

1. Students will understand the resources that are needed in a marriage. Use Student Handout, "Resources in Marriage." List as a class the resources that are needed in a marriage. Have the students write down what they can do now to be able to have the needed resources when they get married.

## Journal Entry #3

*What resources will I bring to a marriage?*

# Resources in Marriage

## Income

Beginning a family of your own usually requires an adequate source of income. Compare and contrast two couples—the Jones and the Smiths. The Jones have an adequate income for their beginning family, the Smiths do not. Describe the differences you anticipate in both of their situations.

| The Jones | The Smiths |
|---|---|
| | |

1. What are the chances for success of each couple?
2. What can the couple do who do not have enough income?

## Communication

Communication is a key in difficult financial situations. It's when things are not going well that communication often breaks down. The situation becomes too emotional.

1. What are some difficult financial situations you can think of?
2. What are some things you can think of doing if you were facing an emotionally difficult financial situation that could maintain open communication channels?

## Time

Couples who manage their time effectively are able to have a more satisfying life together. Invite a couple as guest speakers who manage demands on their time successfully.

1. Ask this couple to describe their daily routine.
2. What are their secrets to success?
3. Would their strategies work for you? Why or why not?

# LESSON E

## Practical Reasoning and Marriage

**FOCUS:** Solve a marriage problem using practical reasoning.

**ACTIVITIES:**

1. Students will solve a marriage problem by going through the practical reasoning process. Use Student Handout, "Practical Reasoning." Below is a brief example of how to use practical reasoning to solve a problem. Encourage the students to indicate all their circumstances that affect this problem and to brainstorm as many alternatives as possible. In addition, have the students state what consequences each alternative has for their family and other relationships. [Note: Students can find a problem that they have seen in marriage relationships like their parents or they can find a problem that they have experienced in a boyfriend/girlfriend relationship.]

**Example:**

1. Marriage/Relationship Problem: Not spending enough time together
2. Reasoning Process:

Goals: To develop relationship

Circumstances: Both work and involved in school and extra-curricular activities.

| Alternatives: | Consequences: |
|---|---|
| Talk on the phone | Parents say use phone too much |
| Quit work | Won't have spending money |
| Quit extra-curricular activities | Enjoy spending time with friends |
| Break-up | Still like other person |

Evaluate alternatives: None of the alternatives seem satisfactory.

Decision: You decide to try and spend more time together between activities, like at lunch and after school.

3. Act: You try and spend more time together.
4. Evaluate: After another month of trying to find the time for your relationship, you both realize that at the present time you are both want to pursue other interests so you decide to not see each other for a while.

[Note: Here is another example of how the practical reasoning could be approached.]

1. Marriage Problem: When should I get married?
2. Reasoning Process:

   Goals: Graduate from college/ technical school

   Circumstances: Boy/girl friend in 12th grade I really like

   Car payments are high

   Parents like boy/girl friend, want me to wait to marry

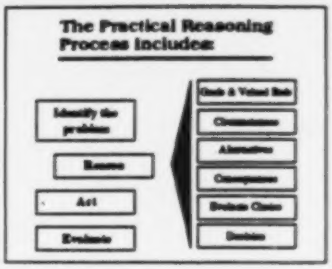
   May qualify for scholarship or other financial assistance

   | Alternatives: | Consequences: |
   |---|---|
   | Marry out of H.S., go to college together | Little money, lots of school |
   | Wait for 2 years | Hard to do |
   | Break up | Unthinkable |

   Evaluate Alternatives: You really want to continue relationship.

   Decision: Wait for 2 years.
3. Act: Write goals together and decide how to spend time after H.S.
4. Evaluate: After trying it for a few months you recognize how hard it is but also that it is the right decision.

# Practical Reasoning!


The Practical Reasoning Process includes:
Identify the problem
Reason
Act
Evaluate
Goals & Valued Ends
Circumstances
Alternatives
Consequences
Evaluate Choices
Decision

1. **Identify a marriage problem.**

2. **Reason:**

- What are your goals and valued ends?

- What are your circumstances?

- What are some alternatives to consider and what are the consequences for you and others?

- Evaluate your alternatives.

- Make decision.

3. **Act—carry out your decision.**

4. **Evaluate.**
Decide if your decisions needs to be changed.

## Test Bank

**Matching:**

Description

1. several generations living in a home
2. children launched
3. married couple with children
4. children are added
5. couple forms, children are born
6. single parent married, includes step-children
7. an adult lives with children

Family Structure/Stages

a. founding
b. single-parent
c. blended
d. contracting
e. extended
f. expanding
g. nuclear

8. Identify and explain 3 stages of a lasting relationship.

______________________________

______________________________

______________________________

9. Intimacy means:

10. Name 3 shortcuts teenagers often take to intimacy.

______________________________

______________________________

______________________________

Key:
1. e
2. d
3. g
4. f
5. a
6. c
7. b
8. Initiation, maintenance, commitment or termination
9. Learning to know feelings, moods, strenghts, and weaknesses of another. Develop by sharing lots of little things.
10. Sex, drugs, alcohol

# Unit Twelve

*In this unit students will:*

- *Analyze what they value about becoming a parent,*
- *Recognize that parenthood will affect other relationships,*
- *Evaluate their possible roles as a parent, and*
- *Assess personal resources for becoming a parent.*

# Parenthood

# Unit Twelve

*Suggested time for unit: Eight 50-minute class periods*

***Parenthood***

**ISSUE:** **Parenthood**

**UNIT PROBLEM:** What can I do now to prepare for the time when I become a parent?

**LESSONS:**
A. Teens will analyze what they value about becoming a parent.
B. Recognize that parenthood will affect other relationships.
C. Evaluate your possible roles as a parent.
D. Assess personal resources for becoming a parent.
E. Solve a practical problem

| **VALUE ASSUMPTIONS:** (Unit rationale) | **GUIDING TOPICS:** (Content) |
|---|---|
| **Lesson A:**<br>**SUB-PROBLEM**<br>Teens should analyze why becoming a parent is important to them. | Why is it important to me to become a parent?<br>How will becoming a parent affect my short-term and long-term goals? |
| **Lesson B:**<br>**SUB-PROBLEM**<br>Parenthood has a profound effect on other relationships. | Spouse<br>Own parents<br>Immediate family members<br>Extended family<br>Friends<br>Work |
| **Lesson C:**<br>**SUB-PROBLEM**<br>Adolescents should be aware of the possible roles they will play as parents. | Providing a safe, healthful environment<br>Nurturing human development<br>Gender boundaries |
| **Lesson D:**<br>**SUBPROBLEM**<br>Adolescents must assess personal resources for becoming a parent. | "Costs"<br>...social<br>...emotional<br>...financial<br>Skills |

# RESOURCE LIST
## Unit 12: Parenthood

| Lesson | Student Handouts | Other Teaching Materials | Teacher Information | Transparency Masters |
|---|---|---|---|---|
| A: | "Why Parenthood"<br>"My Own Birth"<br>"Parenthood Affects Goals" | Thompson, P.J. & Faiola-Priest, T. (1990). Lifeplans (2nd Ed.) Cincinnati, OH: South-Western Publishing Co.<br>Chapter 10: Parenting by Choice<br>Chapter 11: Relating to Children<br>Wehlage, N. (1989). Goals for Living: Managing Your Resources. South Holland, IC: Goodheart-Willcox.<br>Chapter 10: To Promote a Satisfying Parent-Child Relationship. | | |
| B: | Parenthood and Work | | Relationships | |
| C: | "Nurturing Human Development" | I'll Love You Forever, Robert Mumsch. A children's book available at your local bookstore | Gender Boundaries | "Baby Care Preferences" |
| D: | | Sample of a time capsule | Time Capsule | |
| E: | "Practical Reasoning" | | Practical Reasoning and Parenthood | |

# LESSON A

## Goals, Values, and Parenting

**FOCUS:** Analyze the influence of values and goals on preparing for parenthood.

**ACTIVITIES:**

1. Students will explore responsible and irresponsible choices for having children. Use Student Handout, "Why Parenthood." Discuss with the class how the reason for having a child affects the parenting of the child.
2. Assign students to make a birth collage. Have them learn about the events surrounding their own birth. Use Student Handout, "My Own Birth." Have the students ask their parents what their values and goals were at the time of the student's birth.
3. Students will understand how parenthood affects their goals. Use Student Handout, "Parenthood Affects Goals." Have the students ask their parents how their goals changed when they had children.
4. Ask the students, "If you were going to be born tomorrow, under what conditions would you like to be born?" Have them make a list of financial, emotional, physical, psychological, parental, and familial conditions. Then ask the students, "If you were to have a child tomorrow, what would you like the conditions to be surrounding his/her birth?" Have them make another list. Then have the students examine their present circumstances and set some goals in areas that they need to work on in order to achieve the best situation possible when their own child is born in the future.

**CORE ISSUE 12**

*What can I do to prepare for parenthood?*

# Why Parenthood

Responsible parenthood begins with a choice. You can choose to become a parent or not. Read through the list of reasons listed for wanting to become a parent. Add to the list any other reasons you can think of. Place an asterisk (*) by the reasons that show both parents are ready to assume the responsibilities of parenting.

I am healthy and could have a healthy child.
A baby will prove I am an adult.
I have a secure relationships and could make a child secure.
I can accept a child "as is" and not be disappointed.
I want a baby to love me.
A baby will improve the relationship I'm in.
I'm ready to give time, energy, and money to care for a child.

________________________________________
________________________________________
________________________________________

Discuss with a partner why a couple might choose NOT to have children?

List the reasons in the space below.

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

# My Own Birth

Think back to your own birth. You can not remember much yourself, but have your parents share that experience with you. How did your birth affect your parents' lives?

What was their world like when you were born?

Look in a newspaper or magazine that was printed on or near the time you were born. Find out what special events took place then. In the space below or if you want, on a larger piece of paper, make a collage of people and events that marked the time of your birth.

**Birth Collage**

Write a short paragraph about your birth—focus on some specific aspect that is important to you.

# Parenthood Affects Goals

Becoming a parent will affect your goals, both short-term and long-term.

Think back to some short-term and long-term goals you have. Consider several of these goals in light of becoming a parent.

Describe how becoming a parent will influence your goals.

## Journal Entry #1

*One thing I will probably do the same as my parents is . . .*

## Journal Entry #2

*One thing I will probably do differently than my parents is . . .*

# LESSON B

## Relationships and Parenting

**FOCUS:** Recognize that parenthood will affect other relationships.

**ACTIVITIES:**

1. Students will recognize how the relationships with their spouse, family, and friends change when they become parents. Use Teacher Information, "Relationships" Make a list as a class of how a couple's life will be different after having a child. Particularly discuss how having a child will affect their relationships with their friends.
2. Divide students into small groups of 4–6 to analyze how parenthood would affect schedules. Use Student Handout, "Parenthood and Work." Discuss with the students how a new baby affects the father's and the mothers employment.

# Relationships

## With Spouse...

During pregnancy, the relationship between prospective parents changes as the couple prepares for the child. Invite two or more couples who are expecting a child (at least one couple should be expecting their *first* child) to talk about changes. Ask them to tell about changes they've noticed in their relationship as they prepare for parenthood or as they became parents.

Have students take notes about the changes they notice:

## Other Family Members...

The birth of a healthy child to a happy couple is a joyous occasion for the family and friends of the new parents. Special ceremonies and rituals may be observed to celebrate the birth that bring the family together. Ask students to think back and imagine how their arrival influenced relationships in their family.

Discuss some of these relationships and the changes that took place:

## Friends...

The birth of a child, especially the first one, may have a dramatic effect on a couple relationship with friends and time they had formerly spent socializing.

Discuss:
How do you see the birth of a child affecting relationships with friends?

# "Parenthood and Work"

Work schedules have to be considered when pregnancy and childbirth occur. Work in small groups of 4-6 to plan the daily schedule assuming you have a new born infant. Choose from the following scenerios and record each group's plan in the space to the right. Also think of at least two additional situations that are not recorded below.

1. Mother is home full-time, father works full-time.
2. Mother will resume full-time work as a ________ when baby is 6 weeks old, father is a student at the university and works part-time.
3. Mother (or father) is single and must support the child alone.
4. Parents will help with occasional babysitting.
5. Mother will work part-time, father has work with an office in the home.
6. 
7.

## Journal Entry #3

*What scheduling options would I be willing to consider as a parent?*

# LESSON C

## Roles and Marriage

**FOCUS:** Evaluate the possible roles as parent.

**ACTIVITIES:**

1. Students will examine the parental role of providing a safe, healthful environment and meeting developmental needs for a child. Use Student Handout, "Nurturing Human Development." Parents have a role to nurture and meet developmental needs of their children. Some ways to do this include:
    1. Accept and respect each child as a worthwhile individual.
    2. Care for and love each child.
    3. Help children feel good about themselves.
    4. Provide opportunities for each child to assume responsibilities.
    5. Transmit values.
    6. Guide and discipline
    7. Encourage independence.
2. Students will examine the role that gender plays in parenting. Use Teacher Information, "Gender Boundaries," and Transparency Master, "Baby Care Preferences."
3. Have the students make a list of the new roles that they will have to fill as new parents that they didn't have to do before. Make a list of the new demands that these roles will place on them. Include such things as social, physical, emotional, psychological (post-partum depression), mental, financial, time, etc. Discuss with the students the kind of things they can do to prepare now for parenting that will help ease the demands later. In addition, talk about the expectations or ideas that they have about parenting and how realistic they are.
4. Discuss with the students that becoming a parent is not a short-term or temporary commitment. Emphasize the importance of recognizing that before becoming a parent a person must decide if they are ready to assume responsibility for providing these needs for each child for the rest of their life.

    Read, "I'll Love You Forever," by Robert Mumsch, Ill. by Sheila McGraw. Firefly Books, 1986.

# Nurturing Human Development

A parent's first role is to provide a safe, healthful environment for an infant, including adequate housing, clothing, food, that is free from hazards.

How would an infant's life be different if they were born in China, Spain, Saudi Arabia, or in another part of your state.

Once basic needs of food and shelter are provided for, parents also assume a role to nurture and meet emotional needs. Answer the following open-ended questions. Then circle whether you see this as a high or low value and if you are ready to assume responsibility for providing these needs for a child for 18 to 20 years..

1. As a parent I consider acceptance and respect
   high low Ready to assume responsibility Yes No
2. As a parent I will express love to my child by
   high low Ready to assume responsibility Yes No
3. I will help my child feel good about himself by
   high low Ready to assume responsibility Yes No
4. I will teach him/her what it means to be responsible
   high low Ready to assume responsibility Yes No
5. The value I will pass on will include
   high low Ready to assume responsibility Yes No
6. I will teach him/her about discipline by
   high low Ready to assume responsibility Yes No
7. I will encourage independence by
   high low Ready to assume responsibility Yes No

## Journal Entry #4

*The one thing I wish I could pass on to a child of my own is . . .*

# Gender Boundaries

Once children remained almost exclusively in the care of the family, especially their mothers and female relatives. Today, fathers and others help care for children. What tasks associated with infants and babies are you willing to assume? Have students generate a list of all tasks an infant requires in the spaces below. Then divide into teams of boys and girls and move to separate areas in the room where each team cannot be observed by the other. Boys mark which tasks they would be willing to do, girls do the same. Indicate which 3 tasks are MOST and LEAST favorite. Then come back together and compare answers, using the spaces to the right of the list.

| | Boys | | Girls | |
|---|---|---|---|---|
| Care an Infant Requires | Most Favorite | Least Favorite | Most Favorite | Least Favorite |
| | | | | |
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Compare answers and discuss:

1. What gender stereotypes are evident?
2. Are some gender roles essential?
3. Can some gender boundaries be moved? Which ones? Why or why not?

# Care An Infant Requires

| Care an Infant Requires | Boys | | Girls | |
|---|---|---|---|---|
| | Most Favorite | Least Favorite | Most Favorite | Least Favorite |
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# LESSON D

## Resources and Parenting

**FOCUS:** Assess personal resources for becoming a parent.

**ACTIVITIES:**

1. Students will examine the resources needed to fulfill their future parenting roles. Have the students list all the different needs of a parent. This list might include financial (clothing, housing, furniture, transportation, insurance), physical (energy), social (time, work, friends), emotional (privacy, sick times, night times), psychological, mental, spiritual, etc. (Use previous list if already done.) Discuss with the students all the resources they would need to meet these needs. Talk about some things they could be doing now so they have some of these resources when they are married and have children.
2. Find out how much it costs to have a baby. Have a small group of students call a local obstretrician and hospital and prepare a short oral report.
3. Students will understand how a perspective on parenting changes with time and experience. Use Teacher Information, "Time Capsule."

# Time Capsule

Students may be some years from parenthood. On the other hand, it may come sooner than they think. Have students make a time capsule that they will open someday when they consider being a parent. Include the following specific considerations:

- Why you want to become a parent.
- Your goals.
- Effect on relationships
- Roles you will want to fulfill.
- Resources you have or want to develop.

Have students seal the time capsule and keep it in a safe place. Open it when they think you are ready to become a parent and review what they recorded in high school.

# LESSON E

## Practical Reasoning and Parenthood

**FOCUS:** Solve a parenthood problem using practical reasoning.

**ACTIVITIES:**

1. Students will solve a parenting readiness problem by going through the practical reasoning process. Use Student Handout, "Practical Reasoning." Below is a brief example of how to use practical reasoning to solve a problem. Encourage the students to indicate all their circumstances that affect this problem and to brainstorm as many alternatives as possible. In addition, have the students state what consequences each alternative has for their family and other relationships.

**Example:**

1. Parenting Readiness Problem: Lack of patience at home with younger siblings.
2. Reasoning Process:

Goals: To improve ability to be patient

Circumstances: Have to share a room with two younger siblings

Siblings always getting into personal items.

It is good to have them admire teen

Both parents work

| Alternatives: | Consequences: |
|---|---|
| Ignore them | Strains relationship |
| Lock up personal items | Inconvenient |
| Count to 10 | When you remember it works |
| Stop seeing them as an inconvenience | They might continue |

Evaluate alternatives: You realize that you were probably that way when you were that age.

Decision: You decide to try and see them differently and put a lock on personal items.

3. Act: You talk with your siblings and ask them to respect your things as you respect theirs.
4. Evaluate: After a couple of weeks you notice that you haven't been impatient with your siblings and they have kept out of your things.

Life Management:

Moving Out!

# Leadership

*In this unit students will realize:*

- *That organizations have unifying values, goals and purposes.*
- *The roles and responsibilities of leadership*
- *Successful leadership through positive relationships*
- *The available chapter resources.*

**FHA-HERO in the Life Management Course**

# LEADERSHIP UNIT

**ISSUE:** **FHA-HERO in the Life Management Course**

**LESSONS:**

A: Organizations Have Unifying Values, Goals, and Purposes
B: The Roles and Responsibilities of Leadership
C: Successful Leadership Through Positive Relationships
D: Chapter Resources
E: The Planning Process and Practical Reasoning

**APPENDIX:**

Overview of FHA/HERO in the Life Management Course:
- Life Management and FHA/HERO
- Incorporating STAR Events, Power of One, Nutra-Sweet and Peer Education

STAR Event Student Assignments:
- Design A Business
- Family Communication Assignment
- Illustrated Talk Assignment
- Job Interview Assignment
- Demonstration Assignment
- Interior Design Assignment

# LESSON A

## Organizations Have Unifying Values, Goals and Purposes

**FOCUS:** All organizations have something they believe in or a unifying force that brings them together to work toward the same values and purposes. These are usually manifested in organizational goals and actions. FHA-HERO has a mission statement, motto, colors, a flower, emblem, creed and eight purposes that identify what the organization is about. (Look for copy ready handouts in your leadership manual available through the National FHA organization for $15.00). Understanding organizational values, purposes and goals is an integral part of being a productive member.

**ACTIVITIES:**

1. Read the FHA-HERO National Mission Statement. Reflect on the Mission Statement you wrote for yourself in Unit One on Values and Goals. Write a Mission Statement for your chapter. Compare it with other chapter members. Together write one for the chapter.
2. Memorize the creed. Talk about what "old and precious values" might mean.
3. Have a banana split party. Give ingredients for making the banana splits as members pass off the motto, mission statement, flower, colors, flower, emblem creed, and 8 purposes. (i.e. use strawberry and marshmallow toppings for the naming the colors)
4. To help students practice living by the values they endorse, pay State and National dues for all members.
5. Discuss short term and long term goals and their application to the chapter. Read "Selecting Goals." Have students set a short term goal to accomplish in the next two weeks concerning leadership.
6. Using the national Power of One manual have students participate in activities that will help them increase their understanding.
7. To familiarize members with the 8 purposes, play the pictionary game. Divide the class into 8 different groups. Give each group a different purpose. Instruct students to draw a picture for each word in the purpose. Numbers may be used for words, i.e. 2 for "to". The words "of" and "the" may be used. And words can be changed for words of similar meaning. Perfect drawing is not required. See Student Handout "Purpose Pictionary."
8. Write a constitution and bylaws--guidelines for your group. A constitution includes the major laws of your organization. The bylaws are more like rules that help explain the constitution and are meant to be changed more frequently to meet the needs of the organization.
9. Using the "Leadership Project Approval Request" identify a purpose, set a goal and outline a leadership project. At the completion of the project complete the "Leadership Project Summary Report." (Forms are from the files of Jan Bowers, Idaho State Specialist, FHA-HERO Advisor.)

## Understanding FHA-HERO'S Values and Purposes

Mission Statement - To promote personal growth and leadership development through home economics education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through—character development; creative and critical thinking; interpersonal communication; practical knowledge; and vocational preparation.

Motto - "Toward New Horizons"

Colors - Red and White, Red suggests strength, courage and determination. White symbolizes sincerity of purpose and integrity of action.

Flower - Red Rose. This symbol represents a desire for joy in everyday living.

Emblem - The FHA-HERO emblem is octagonal, representing the eight FHA-Hero purposes. The name of the organization forms the upper part of the boarder and the motto the lower part. The letters FHA-HERO in the center represent the words Future Homemakers of America/Home Economics Related Occupations. The rays represent outreach into the community and world. The colors of the emblem are the organization's colors - red and white.

Creed—We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and
precious values.
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression of
everything that is good and fair,
Homes where truth and love and security and faith
will be realities, not dreams.

We are the Future Homemakers of America.
We are members of FHA and HERO chapters.
We face the future with warm courage and high hope.

# Selecting Goals

Once upon a time an Eel gathered up his seven pieces of eight and cantered out to find his fortune. Before he had traveled very far he met a Sear Horse, who said, "Psst. Hey, bud, where `ya goin'?" "I'm going out to find my fortune," replied the Eel proudly.

"You're in luck," said the Sea Horse. "For four pieces of eight you can have this speedy flipper, and then you'll be able to get there a lot faster."

"Hey, that's swell," said the Eel, and paid the money and put on the flipper and slithered off at twice the speed. Soon he came upon a Sponge who said, "Psst. Where `ya goin'?" I'm going out to find my fortune," replied the Eel.

"You're in luck," said the Sponge. "For a small fee I will let you have this jet-propelled scooter so that you will be able to travel a lot faster." So the Eel bought the scooter with his remaining money and went zooming through the sea five times as fast.

Soon he came upon a Shark who said, "Psst. Hey bud. Where `ya goin'?" "I'm goin going to find my fortune," replied the Eel. "You're in luck. If you'll take this short cut," said the Shark, pointing to his open mouth, "you'll save yourself a lot of time." "Hey, thanks," said the Eel, and zoomed off into the interior of the Shark, there to be devoured.

The MORAL of the fable is that if you're not sure where you are going, you are liable to end up someplace else.

## Eight FHA-HERO Purposes

1. To provide opportunities for personal development and preparation for adult life.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve global cooperation and harmony.
5. To promote greater understanding between youth and adults.
6. To provide opportunities for making decisions and for assuming responsibilities.
7. To prepare for the multiple roles of men and women in today's society.
8. To promote home economics, home economics careers and related occupations.

## Purpose Pictionary

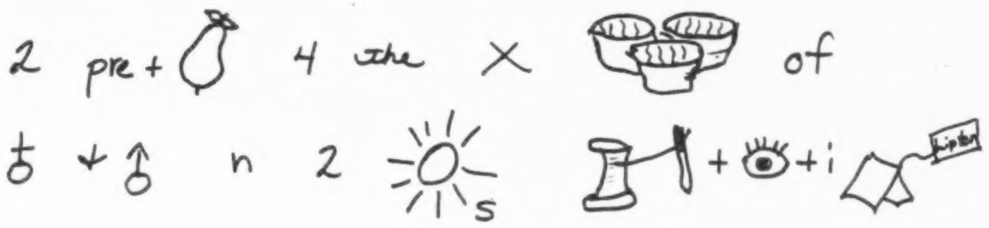
Your group had received one of the 8 purposes of FHA-HERO.

Draw the purpose out in pictures. Draw a picture for each word in the purpose. You can use numbers (2 for the word "to" etc.) You can write in the words "of and "the." You can change words for words of similar meaning.

Perfect drawing is not required.

Example:

Source: Jan Bowers, Idaho State Specialist, FHA-HERO Advisor, 1992



# Writing a Constitution and Bylaws

Constitution gives an overall picture. Usually includes:

1. The name of the group
2. The purpose or purposes of the group.
3. Membership requirements.
4. Offices and committees to be filled.
5. Membership dues to be collected, if any.
6. The time and place for meetings.
7. Procedures for amending (changing) the constitution.
8. The source of power and veto.

Bylaws expand constitution by giving more information. List not only names of the offices to be filled, but also the duties. Bylaws tell how and when officers are elected and how members may join. Bylaws are rules and may need to be changed from time to time.

# LEADERSHIP PROJECT APPROVAL REQUEST

Name ____________________
Class ____________________
Project Idea ____________________

Vocational Purpose ____________________

Project Goal ____________________

I plan to meet my goal by ____________________

Amount of class time I will need to present or develop my project ____________________

Equipment I will need to present or develop my project ____________________

Expenses ____________________

Special Room arrangements ____________________

Questions or Comments ____________________

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Teacher Approval Signature ____________________

Teacher Comments ____________________

# LEADERSHIP PROJECT SUMMARY REPORT

Name ______________________________
Class ______________________________
Project ______________________________

Vocational Purpose: ______________________________

My goal was to: ______________________________

I was successful in reaching my goal because: ______________________________

I did not meet my goal because: ______________________________

If I were to repeat this project I would change it by: ______________________________

Comments: ______________________________

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Teacher's Signature ______________________________

Teacher's Comments ______________________________

# LESSON B

## THE ROLES AND RESPONSIBILITIES OF LEADERSHIP

1. Discuss leadership types and individual characteristics of good leaders with students. Have students complete "My Personal Thoughts on Leadership" from the FHA-HERO Chapter Handbook.

2. To demonstrate traits of "natural" leaders have the students participate in activities where they have the opportunity to show natural leadership traits. (See teacher information "Natural Leaders." At the end of the activity show students the "Leadership" transparencies.

3. Read and discuss My Way Sally, by Mindy Bingham and Penelope Coville Pain, from Advocacy Press, P.O. Box 236, Santa Barbara CA. 93102 (805)962-2728.

4. Using the FHA-HERO Chapter Handbook available from Future Homemakers of America Inc., 1910 Association Drive, Reston, Virginia 22091 1991, pages 50-51 as a guide, develop a job description for each officer in your chapter.

5. Discuss techniques that contribute to role/responsibility definitions thus contributing to the organization of the chapter. See teacher information "Delegation, Motivation, Organization" "Delegation, Sampson." Have student leaders take the quiz "How Well Do You Delegate?"

6. Discuss the need for everyone to fulfill their specific role in order for an organization to operate successfully. Read "Whose Job Is It?" and have student participate in the "Sitting Circle" activity. See teacher information "Everyone's Needed."

7. To help students realize the different opportunities available through the FHA-HERO programs have them participate in the following activity. Give each student three different-colored sheets of paper. Using one color, have participants take 30 seconds tear the most round circle they can. Have some one judge the circles and select a winner.

   Ask participants to use another sheet of colored paper to tear out a symbol representing what they like most about being involved with FHA or another relevant topic. Have them describe their symbols to the group.

   Using the last sheet of paper, have participants work in groups of three to build themselves a home--putting into it whatever they want. At the end have one person from each group tell about the home.

   Discuss the three activities. What three types of involvement were demonstrated here? (Competition, individualization and cooperation.) Why is it important to have a balance in a chapters program of work? In leadership roles and responsibilities. (Source: Advisor to Advisor manual, a national publication.

# Types of Leadership

Autocratic Demands the cooperation of others. The leader has full control of the group and makes all the decisions.

Goal oriented, may sometimes seem harsh, accomplishes a lot, works well with people who work better if they are told what to do. May be limited by the leaders abilities.

Democratic Stresses the needs and wishes of individuals. Members are encouraged to participate in decision making by voting.

Members select leader, generally a lot of trust. Accomplish quite a bit, but may get bogged down with discussion of everyone ideas. Has the advantage of everyone knowledge and creativity.

Laissez-faire Members do whatever they want to do. Leadership allows true freedom.

Very little pressure, may be a lot of activity but very little organization resulting in few accomplishments. Allows for a great deal of creativity.

# My Personal Thoughts on Leadership

Some think leaders are born. Others believe leaders are made—by their experiences, the skills they acquire, the successes they achieve. Everyone has leadership potential.

**My definition of leadership is—**

**I think the three most important leadership skills are—**

1.________________________________________
2.________________________________________
3.________________________________________

**The five leaders I admire most are—** (Beside each name list two traits you particularly admire.)

1.____________________ Traits ____________________
2.____________________ Traits ____________________
3.____________________ Traits ____________________
4.____________________ Traits ____________________
5.____________________ Traits ____________________

**Now answer the following and think about why you chose each name:**

Name four chapter members you would choose to organize a parent/member banquet:

Name two members you would call on to head a member recruitment drive:

Name two members you would ask to organize a playday for physically disabled children:

Name the person you would ask to introduce a skit at a senior citizens' party:

Are the names the same? Probably not. Chapter members have varied talents and skills but may be overlooked as potential leaders. Keep in mind that everyone has something unique to contribute. Effective chapter leaders discover abilities in themselves and others.

Reproducible Sheet © Future Homemakers of America, Inc.

# Chapter Officers

Because no two chapters are alike, you will want to consider chapter and school needs before deciding on your chapter's leadership structure. Chapter size and the scope of activities will determine the number of officers and other chapter leaders needed, as well as their duties.

Being a chapter officer or committee leader is an opportunity to gain experience, serve others, be a team member and help a group reach its goal.

Chapter leaders are responsible for involving all members in chapter decision-making and activities. Specific leadership functions vary as the needs of a chapter change.

**Instructions:** Use this checklist to rate yourself as a chapter leader. Look again at those traits you didn't check. Those are potential areas for personal growth as a student leader.

## Traits of an Effective Chapter Leader

☐ I work well with both students and adults.

☐ I help develop leadership qualities in others.

☐ I communicate well with chapter members and leaders.

☐ I am a good listener.

☐ I show appreciation and give recognition as earned.

☐ I work to instill confidence and pride in the group.

☐ I show genuine interest and involvement in the chapter's activities.

☐ I place group interests above self-interests.

☐ I take pride in the mission of the organization.

☐ I encourage other students to participate and work toward group goals.

☐ I accept responsibilities and follow tasks through to completion.

☐ I make decisions and stand by them.

☐ I am flexible when change will benefit the group.

☐ I manage time, energy and resources well.

☐ I involve everyone when delegating responsibilities, considering individual abilities and interests.

Reproducible Sheet © Future Homemakers of America, Inc.

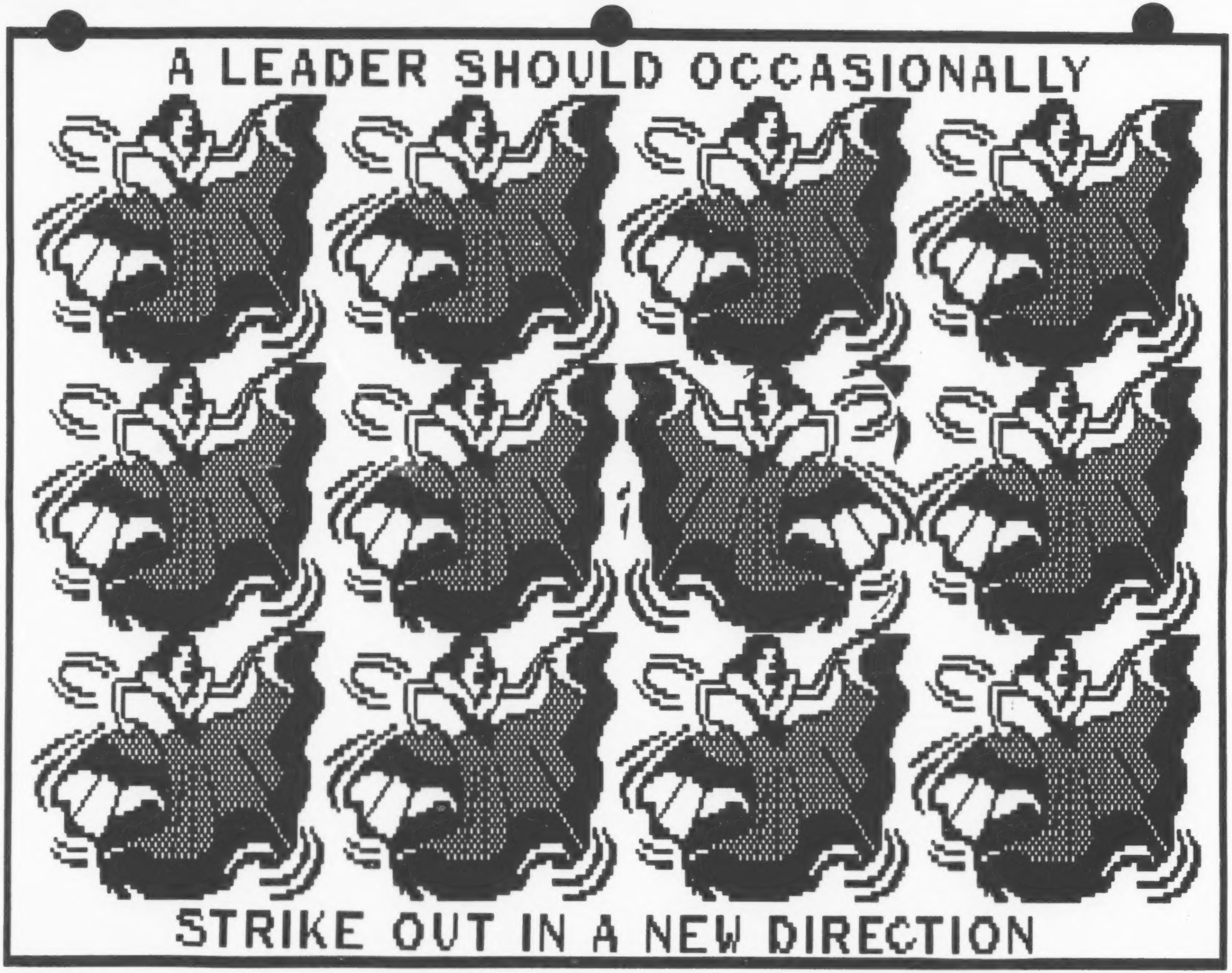
# Natural Leaders

## Paper Airplanes

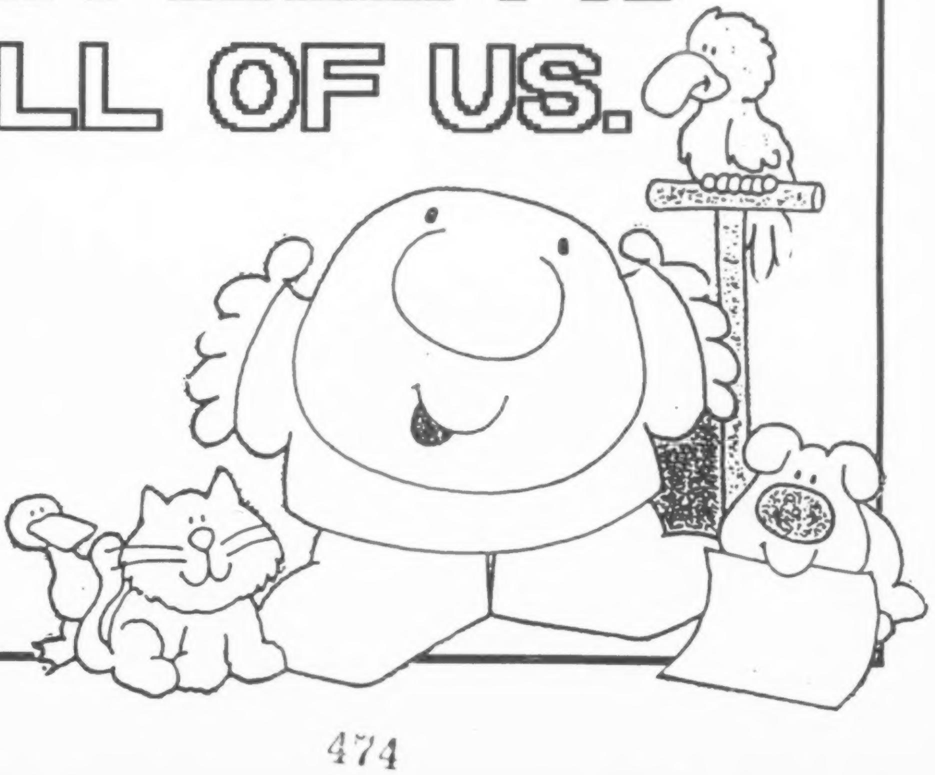
Divide the class into groups of 4-6 students. Give each group several pieces of plain paper. Instruct them to make paper airplanes as a group developing the most aerodynamic design possible in 3-5 minutes. Let them know when they have one minute left. Each group should select the best design and use it in a competition against the other groups.

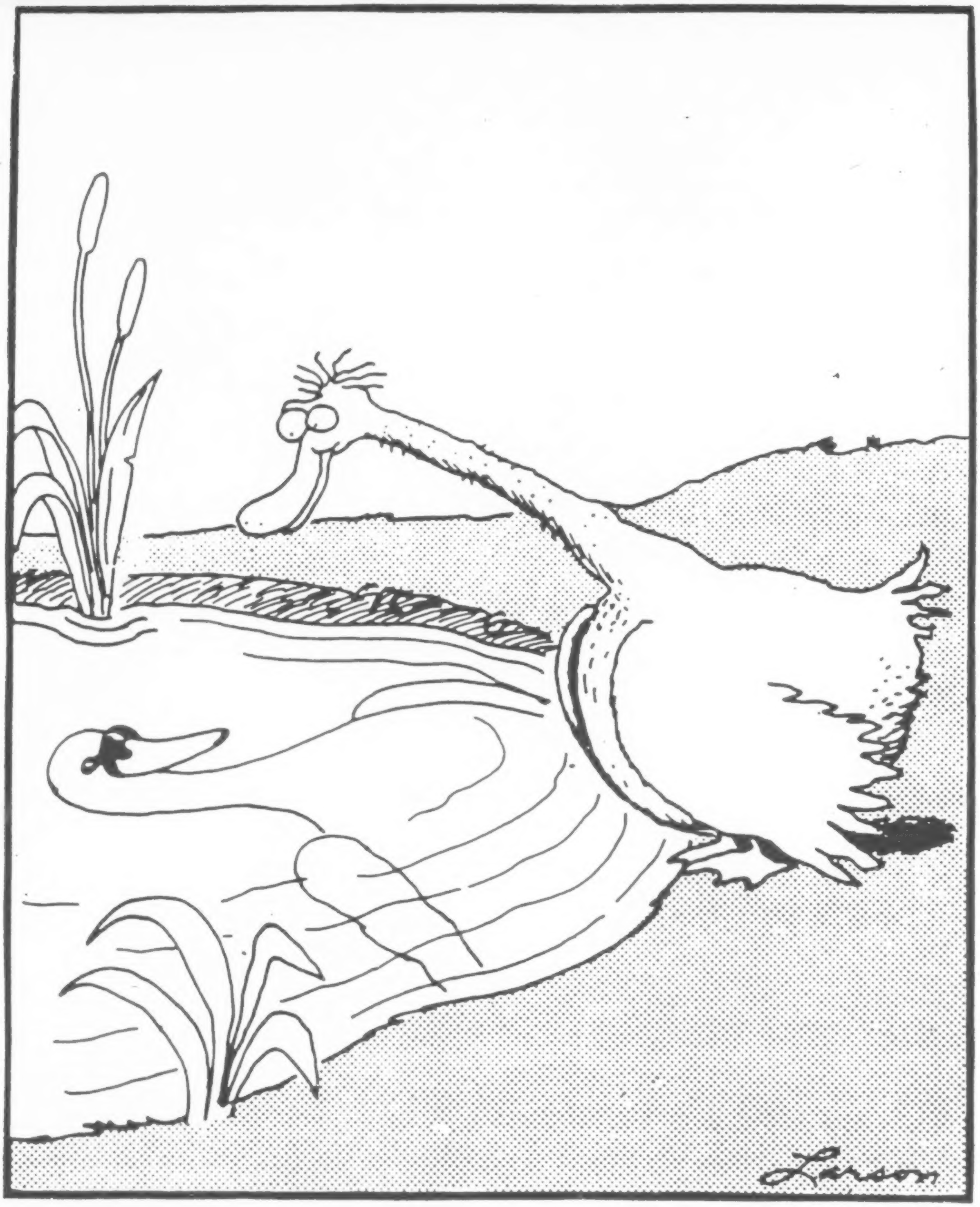
Have students fly their airplanes. If the class is large you may need to go outside or have several matches to select the winning plane.

After completing the activity have students analyze the role each member of the group and how each effected the design of the plane. (Someone may have become a paper plane expert in 4th grade, or completed a science project on airplane design) Have the group with the winning plane share the role of each of their members with the class. Were any students natural leaders, did more than one student try to fulfill the same role? How would have designated roles and responsibilities have helped, how might it have hindered?

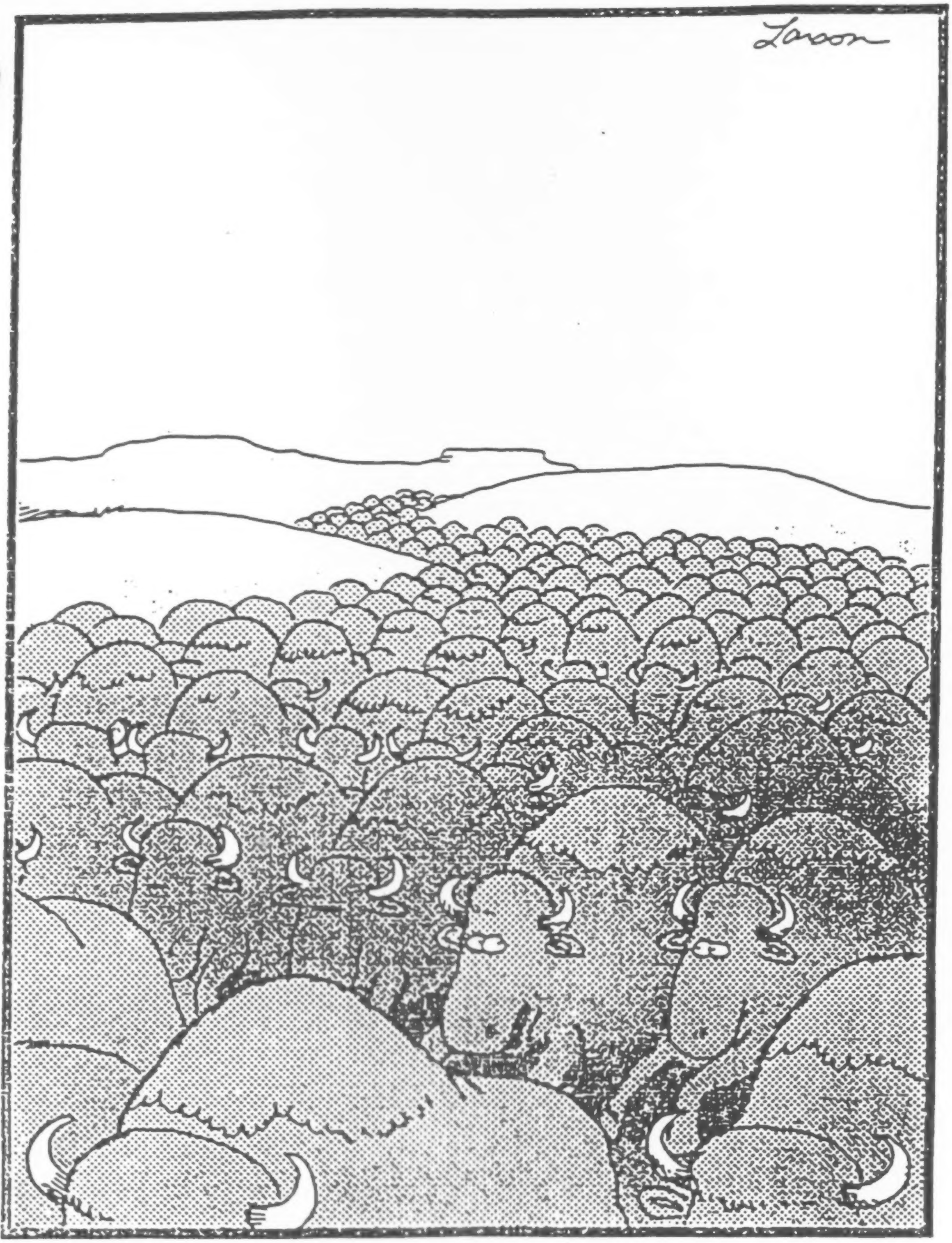

A LEADER SHOULD OCCASIONALLY
STRIKE OUT IN A NEW DIRECTION

MANY OF US
ARE MORE
CAPABLE THAN
SOME OF US...
BUT NONE OF US
ARE AS
CAPABLE AS
ALL OF US.



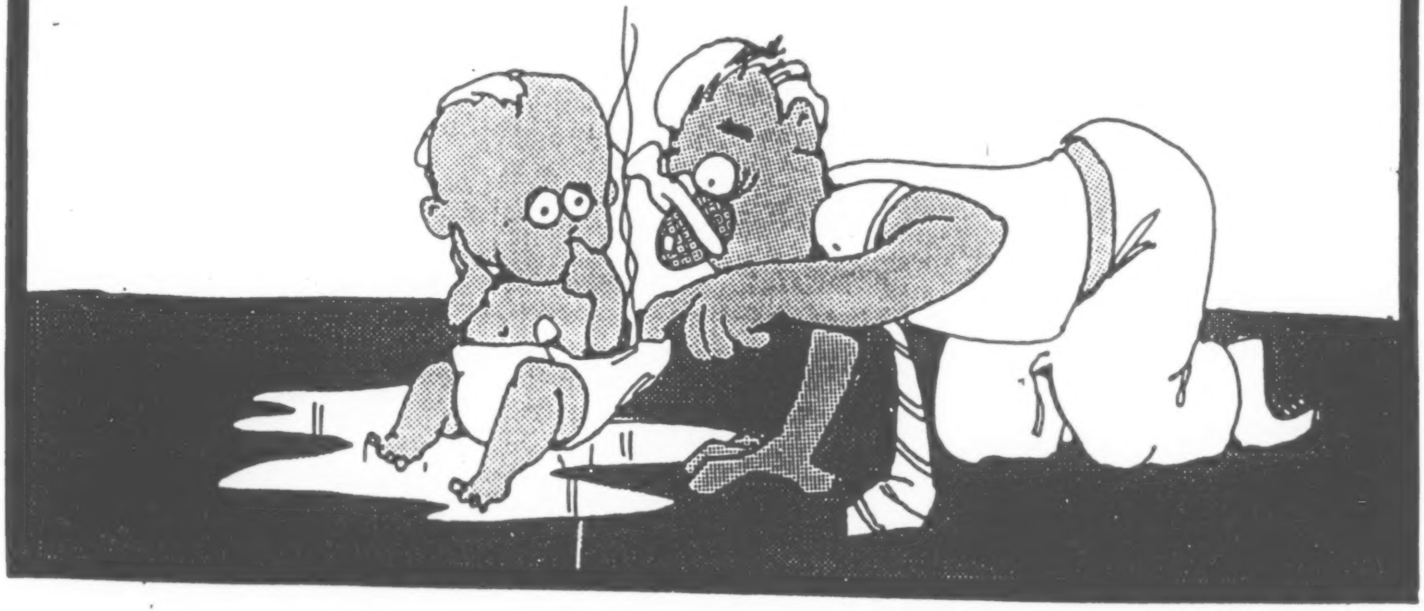


What you think you are...
you are !!



"As if we all knew where we're going."

Without change,
there can never be improvement



# Delegation, Motivation Organization

**Delegation has Four Essential Factors**

1. Explain the delegation task.
2. Explain the expected results.
3. Give freedom to work out the details.
4. Review the success of the completed task with the subordinate.

**Action Steps in Delegation**

| | |
|---|---|
| 1. Determine just what duties should be delegated | • routine tasks which would develop others' skills. |
| 2. Decide which subordinate | • who would welcome and benefit from the challenge, and who had proven potential ability? |
| 3. Assign the task | • explaining its relationship to the total picture in terms of objectives. Check for commitment and understanding of the assignment. |
| 4. Foster independence | • accepting others' detailing and problem solving as long as results are accomplished. |
| 5. Maintain controls | • review results of subordinates' first attempt. Give job related praise if successful. Share responsibility if failures occur initially and discuss objectives again. |

## ORGANIZATION

Use agendas and parliamentary procedure. See FHA-HERO Chapter Handbook available from Future Homemakers of America Inc., 1910 Association Drive, Reston, Virginia 22091 1991, pages 57-59.

**Calendaring**

Develop an overall calendar for the year. Give key dates to the administration etc. Calendar as leaders once a week. Give monthly calendars, newsletters to the general membership to clarify roles and responsibilities.

## DELEGATION

Sampson was a beautiful dapple-gray horse with a splendid physique and such height that he seemed to tower above all the other horses. But though large, he was gentle and friendly and everyone was attracted to him.

Sampson was a chain horse and stood daily at the foot of a steep hill waiting for the heavy loads that had to be pulled. Sampson always pulled in front of the other horses. When the lorry with the load would come, he would prick up his ears and stamp his feet eagerly - it meant an opportunity to show his strength.

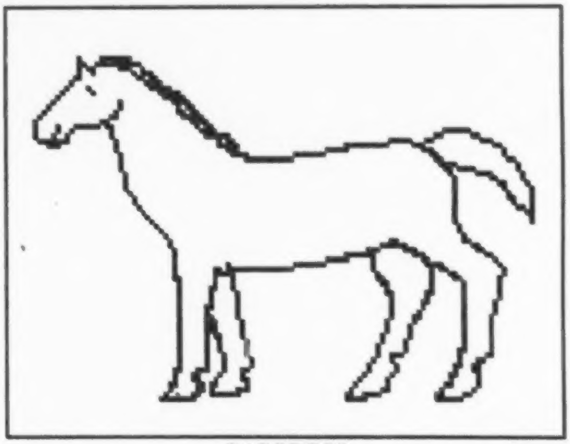
Sampson was an exhibitionist. When his keeper led him to the load and attached his chains, to the shafts, he did not wait for the other horses - he was a Sampson. Head down, knees almost touching the ground, sparks flying form his hooves, he practically pulled the whole weight by himself. He would not allow others to pull their share.

Sampson's keeper was asked why Sampson was not given a rest from his chain horse position, and put back into the shafts like the other horses. He replied that Sampson wouldn't pull when back with the others; he couldn't show off there.

He didn't seem to be able to cooperate; he had to be out in front doing everything by himself.

One day Sampson wasn't standing at the bottom of the hill, but another horse was in his place. Sampson was dead. He had died of overwork. He had pulled too hard alone.

Many leaders are like Sampson, wanting all the work and glory for themselves and refusing to cooperate with others. The power of any good organization is a combined power, and it is wasted by those who try to pull the load alone.



SAMSON

Period____________ Narhe________________________________

# How Well Do You Delegate

1. Do you habitually take work home?
2. Do you work longer and harder than your subordinates?
3. Are you consistently being asked to make decisions for your subordinates which they could make for themselves?
4. Do you "do" for others what they could do for themselves?
5. How much time do you spend on details?
6. Do you keep close control on everything?
7. Do you believe being always busy justifies your salary?
8. Are you a perfectionist regarding all details even if they are not related to the main objectives of your job?
9. Do you work at details because you enjoy them and/or because you lack confidence in your workers' abilities?
10. Have you ever said, "Delegation takes time. I can't afford that time!"?
11. You can't afford not to delegate.

# Everyon's Needed

### Whose Job Is It?

This is a story about four people named Everybody, Somebody, Anybody and Nobody.

> There was an important job to be done and Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

## Sitting Circle

Have students stand in a circle shoulder to shoulder, squeezing in together as tight as they can. Check to make sure the circle is round. Have everyone turn, while still standing in the circle so they are behind the person next to them rather than shoulder to shoulder. Again pull the circle in tight. Check to insure that it is perfectly round. Instruct students to sit down on the persons lap behind them on the count of three.

If anyone falls the entire circle will generally go down with them. It may take two or three times to keep everyone sitting together. Students who do well and want more excitement can try walking together while sitting.

After participating in this activity discuss the importance of everyone participation. If one person falls the entire circle is effected just as they are in an organization.

*This activity is not recommended for students with bad backs or other physical problems. However weight and size is not a problem. The circle works with a 6 ft 200 lb male sitting on a 5'2" 102 lb female.

# LESSON C

## SUCCESSFUL LEADERSHIP THROUGH POSITIVE RELATIONSHIPS

**FOCUS:** Working together as a group effectively is a critical part of any organization. Communicating, giving negative feedback, and working with the public as well as significant others outside of the group are critical in achieving success and developing positive relationships in and outside of the organization.

**ACTIVITIES:**

1. Working together as a group is perhaps the most important component of success for an organization. Listed in the teachers information "Working Together" are some activities that may be helpful in bonding as officers and members.
2. To help students develop communication skills review several techniques with them, read them the communication story and have them participate in one or more of the following activities:

   Seat students back to back. Give one student a dot to dot and the other student a blank piece of paper. Have the student with the dot to dot give the other student instructions to draw the same picture on the blank sheet. No eye to eye contact or hand gestures are allowed. Look at the end results. Discuss what happened and how it applies to leadership.

   Seat students in a circle. Give the first one a short message and have each one repeat the message to the one next to them in the circle. Have the last person in the circle repeat the message out loud. Is it the same message you gave the first person? Discuss and apply to leadership.
3. Develop a calling tree to inform members of up coming events and information.
4. One of the most difficult parts of leadership is giving negative feedback. A few simple guidelines can help when it is necessary to tell someone there's something wrong. Equally as difficult and perhaps more frequent is getting complaints when you are the leader. Discuss the material in teacher information "Solving Conflict," then practice the techniques.
5. Review the information in teacher information "Publicity." Have students practice writing news releases.
6. Using the "Leadership Project Thank You Letter," write to someone who has helped in someway with the chapter. (From the files of Jan Bowers, Idaho State Specialist, FHA-HERO Advisor.

# Working Together

## Leadership Volleyball

Divide the class into two teams. Provide one volleyball (a net is not necessary).

**Rules:**

1. Each member of a group must hit the ball the same number of times to the other side. For example, if one person on the team hits the ball twice everyone in the group must have the opportunity to hit the ball two times before they can be declared the winners.
2. Members of the team may talk.
3. If the ball is dropped it must be thrown back into the air by the leader (not a member of either team.)
4. When everyone has had the opportunity to hit the ball to the other team that team wins.

After completing the activity discuss what took place– keeping track of who had hit the ball, how many times, and how the group organized to allow everyone their turn.

## Blind Maze

Create a maze of using ropes, tables, chairs, etc (trees if outside). Blindfold all members of the group except the appointed leader. (This will generally be the teacher initially and then an assigned member of the group.)
Members hold hands. The leader begins through the maze. Each blindfolded member follows, helping in turn the one behind them. A person may take the blindfold off to lead. This may be alternated among members by blindfolding them again and placing them back in the members. There should not be any talking.

After everyone has completed the maze. Remove the blindfolds and discuss.

## The Line-Up

Blindfold all students. Instruct them to line-up from shortest to tallest without talking. After completing the activity discuss how the task was accomplished. What do they know now about one another they didn't know before?

# Communication

DIFFERENT COMMUNICATION STYLES:

NEGATIVE: Talking for someone, disqualifying, distracting, blaming, interrupting pacifying.

POSITIVE: Avoid intense anger, reframing, ask questions, clarify, reflective listening.

ONE ON ONE COMMUNICATION: Sharing, keeping a proper perspective, touching, eye to eye contact, "I statements" spending time together.

## Communication

A blacksmith was helping to teach the trade to a young apprentice, and he was working with him on the various niceties of being a blacksmith. They finally came to the day when they were going to shoe a horse. He says, "today we are going to shoe a horse, young fellow", he says "good." So, they get the horse shoe out, get the tongs, they put it in the fire, got it white hot, got it white hot, and while he was holding it there, he handed the kid the sledge hammer...and then he put the white hot horse shoe on the anvil and says, "now look young fellow, when I nod my head twice, hit it as hard as you can with the hammer."

So, maybe we better think a little bit about our communications with people.

# Solving Conflict

Some conflict can be prevented before it occurs if you remember to:
- Stay within the limits
- Check city laws
- Obey school policy
- Research the facts, know the consequences of your actions.
- Cope with disappointments

If conflict does occur, below are some helpful guidelines to follow:

1. TALK. Don't simply suppress your feelings.

2. Avoid sending incongruent messages.
   Be aware of what kind of nonverbal messages you send.

3. Use "I" messages to say what YOU feel. Avoid placing blame, causing guilt or speaking for other individuals.

4. Level
   Know how you feel inside
   Decide why you feel that way
   Talk about it with those whom it concerns

   If you must give negative feedback
   Get their attention - call them by name
   Say something positive
   Give negative feedback
   Be sure they understood
   Ask how they feel
   Offer suggestions
   Thank them for listening

   If you are receiving negative feedback
   Stay in control.
   Don't move away.
   Maintain eye contact.
   Don't interrupt.
   Apologize or explain if you were wrong.
   Ask to discuss it another time if you are not able to control your emotions.

## Public Relations

Future Homemakers of America needs to project a contemporary—even futuristic—image as an organization of substance

**STAND OUT FROM THE CROWD** Involvement in chapter activities is preparing members to take their places in the community as wage earners, civic leaders and family members.

- Chapter members need to agree on what their image will be.
- Consciously uphold this image when choosing chapter projects.
- Develop a public relations plan

**BE AWARE OF YOUR IMAGE** Images don't just happen. They are earned by what we do--by what people see, hear and read. A negative or mediocre image is very hard to change. It cuts away at a chapter's ability to attract new members and win public support. It can even contribute to cutbacks in a school's vocational home economics program. And yet, a conscious effort, over time, to build and project a strong chapter image can yield numerous positive results.

The Whats and Whys of Chapter **PUBLIC RELATIONS** The aim of chapter public relations is to gain the respect and support of the public. The public relations committee, usually chaired by the chapter reporter, is made up of several members who share an interest in promoting the image of the chapter and are enthusiastic about FHA. Committee members should be: *knowledgeable, *good communicators, *interested in people, *committed to the process, *promote the true image of the chapter, *establish the chapter as a valuable part of the school and community, *serve as a news source for local media.

**THE PUBLIC RELATIONS PLAN** Timing is very important. Last-minute efforts to pull something together rarely pays off. Start early in the year by listing the activities planned for each month.

Elements of the **PUBLIC RELATIONS MINI-PLAN**

1. **The Message -** Every activity or project planned and carried out by chapter members, every display, every photograph transmits a message.
   What to say...
   - Helps members develop leadership "skills for life."
   - Members are using positive peer pressure to tackle teen concerns.
   - A goal of FHA is to increase family communication and cooperation.
   - Activities demonstrate commitment to community service.

   The Facts...
   - Know the basic information about the organization. Seep FACT SHEET
   - Look through the chapter scrapbook and see what's been happening since its founding.

Send the Right Message... Let the public know "everyone's a homemaker." Show how members are developing now the skills they will need in the future to be successful adults. Remember to stress that FHA is an extension of the vocational home economics curriculum. Show how FHA and HERO chapters interface.

Be able to explain where the chapter's programs come from: Financial Fitness, Japanese Exchange, Leaders at Work in Food Service, Nutra-Sweet Giving It 100% Award for Community Service, Power of One, STAR events, Student Body.

Benefits of Belonging Members develop leadership skills and skills for life which ultimately benefit the community.

2. **The Audience** Start with family, neighbors, employer, friends. Widen the circle to include teachers, principal, superintendent, school board, advisor committee, all other school personnel, students. Third circle encompasses your community, the mayor, local civic, church, youth and professional groups; business and industry. The last circle includes the public at large. Target your message to the group.

3. **The Purpose** Show the impact chapter projects have on members, their families, schools and communities. A positive profile reaps benefits for members and the chapter. *Recognition of good deeds, *Good feelings about self, *Increased participation, *Helps get outside support, *Strengthens home economics programs.

4. **News Outlets** Daily/weekly newspapers, radio/television stations (don't forget cable), school, employee and neighborhood newsletters, weekly shoppers, free publications.

5. **The Method** Keep in mind you are competing for print space or air time. It's news if it includes one or more of the following "news elements":
Information, Timelines, Significance, Scope, Interest, Uniqueness, Human interest, and Relevance.

OTHER WAYS TO STAND OUT FROM THE CROWD

- Make a Video
- Present a Slide Show
- Set up a speakers Bureau
- Displays
- Chapter Brochure
- Stage a Proclamation signing ceremony
- Use the telephone to inform, thank, order, clarify, ask, learn etc.
- Write letters
- Have a chapter newsletter - tape to members lockers once a month

6. **The Timing** Public relations is a process that goes on constantly. Every time chapter members go before the public, they are judged as representatives of FHA. Every phone call, letter, project, photograph and news story promotes your chapter and leaves an impression in the minds of the public. The goal of a chapter public relations campaign is to establish your chapter as a valuable part of the school and community. Good rapport is necessary. Treat everyone with courtesy and honesty.
Send thank-you notes for good coverage. Invite them to special events. Send certificates of appreciation or recognition. Ask them to speak to your chapter or class. Always be up-front, never fudge facts, never waste time.

7. **Follow Up/Evaluation** Remember to send thank you notes. Keep a scrapbook. Leave an information notebook for the next reporter.

Let the national organization know what gets into print! Claim your chapter's page in the National Publicity Book by sending in your published newspaper articles (actually, just sent in the whole page). Be part of the Future Homemakers of America archives while putting your chapter in the community spot light.

Send to–
Public Relations Director
Future Homemakers of America, Inc
1910 Association Drive
Reston, VA 22091

***The above information was taken from The Public Relations Manual for Future Homemakers of America, INC. FHA/HERO Chapters. It can be purchased from National FHA/HERO for $6.95.

## LEADERSHIP PROJECT
## THANK YOU LETTER

Date ________________________

Their Address: _________________________________
_________________________________
_________________________________

Dear ____________________,

Thank you for helping my Vocational Home Economics ____________________________.
(name of class)

We appreciated having you ______________________________________________________
(summary of what they did for you)

________________________________________________________________________________

________________________________________________________________________________

Your support of an participation in our class helped us work towards our goal to

________________________________________________________________________________
(identify one of eight vocational purposes)

________________________________________________________________________________

________________________________________________________________________________

Sincerely,

________________________________________
(your signature)

Thank you for supporting our Vocational Home Economics Program and for working with my student.

Sincerely,

________________________________________
(Teacher's Signature)

## LESSON D

### CHAPTER RESOURCES

**FOCUS:** Many resources are available to assist in carrying out successful activities and projects.

**ACTIVITIES:**

1. Have students brainstorm and make a list of the resources available to them and how they might be used.
2. To have students recognize the human resources available to them have them participate in the activity "Cobweb"
3. Have officers prepare a proposed year budget and present it to the general membership. Give a monthly statement to the general membership on the chapter budget and money management. See the "Business" section of the national FHA-HERO Chapter Handbook.
4. Prepare a projected yearly calendar. Calendar with officers weekly. Prepare a newsletter for the general membership and distribute monthly. (See Public Relations)
5. Use agendas at each meeting to help manage the time.
6. Have students contact someone in the community to help with the project they planned in Lesson A activity 8. Use the "Leadership Project Letter of Confirmation" (From the files of Jan Bowers, Idaho State Specialist, FHA-HERO Advisor.)

# Resources Available to You

State and National People and Publications

Chapter parents

March of Dimes

State Legislature

Government, University and Private Organizations related to Home Economics

# Human Resources

## Cobweb

Create a cobweb of rope by tying 3 ropes between 2 trees or volleyball standards placed approximately 6-8 ft apart. (This distance may need to be increased if their are several students in the class or divide the class into groups to participate.

Each rope goes all the way across. The top one should be approximately 6 ft off the ground, the bottom about 2 1/2 feet off the ground and one in between them. Then tie short ropes in between to create a "cobweb" effect.

**Rules:**

1. Everyone starts on one side of the cobweb.
2. The group must work together to get everyone through.
3. NO TALKING is allowed once you pass to the other side.
4. You can't go under or around. Everyone must go through a hole in the web.
5. Each hole may only be used one time.
6. Those who have passed through the cobweb may help the others pass through, but they must remain on the other side of the web.

Hint: Take care of heavy members, people with physical problems first. Distribute largest and strongest on both sides to help others.

After completing the activity discuss how the task was accomplished. What you know now about other members of the group you didn't know before. How did you use your human resources? How this applies to resources in leadership.

# LEADERSHIP PROJECT
# LETTER OF CONFIRMATION

Date ____________________

Their address: __________________________
__________________________
__________________________

Dear ____________________,

Thank you for agreeing to help my Vocational Home Economics ____________________ (name of class)

class. We look forward to having you ________________________________________

________________________________________________________________ (explanation of what you want them to do)

________________________________________________________________

________________________________________________________________

This activity is scheduled for __________________________ (date) at ______________ (time)

for ______________________ (length of time). You will be presenting information to ____________

________________________ (size and age of class). The arrangements you have requested for __________

________________________________________________________________ (equipment, room set etc.)

_________________________________ will be ready upon your arrival.

I look forward to meeting you and introducing you to my class. Please call me at

_____________ or _______________ (teachers name) at _____________ if you have any questions.

Sincerely,

_________________________ (your signature)

This is an approved activity for our vocational home economics program. Thank you for working with my student.

_________________________________ (Teacher's Signature)

# LESSON E

## THE PLANNING PROCESS AND PRACTICAL REASONING

FOCUS: All FHA-HERO activities should be done using the planning process. When using the planning process be sure to incorporate an essential addition from Practical Reasoning: The consideration of consequences to others as a result of the decision. Using the planning process and practical insures successful projects and activities.

ACTIVITIES:

1. Using the planning process as a guide, plan a project on the "Leadership Project Planning Sheet." (From the files of Jan Bowers, Idaho State Specialist, FHA-HERO Advisor.) Get approval and carry out the project.

# The Planning Process

## ◎ Identify concerns

- ◆ Brainstorm for ideas
- ◆ Evaluate
- ◆ Narrow down

## ↑ Set your goal

- ◆ Be specific
- ◆ Consider resources

## ☐ Form a plan

- ◆ Who
- ◆ What
- ◆ When
- ◆ Where
- ◆ How

## ▣ Act

- ◆ Carry out plan

## ⊞ Follow up

- ◆ Evaluate
- ◆ Publicize
- ◆ Recognize

Reproducible Sheet © Future Homemakers of America, Inc.

# LEADERSHIP PROJECT PLANNING SHEET

**Name:** ______________________

**Class:** Parenting + Child Dev.

**Vocational Purpose:** #1 - Prepare for family + community living

**Approved Activity:** Childbirth - Hospital fieldtrip

| TIME | ACTIVITY | METHOD | WHO IS RESPONSIBLE | RESOURCES |
|---|---|---|---|---|
| 2 wks in advance | arrange field trip | get permission from hospital | student | Phone call planning sheet |
| " | " | get permission from principal | student | Leadership project approval request |
| 10 days in advance | confirm arrangements | write + send confirmation letter. | student | Leadership project Confirmation letter form |
| | | give copy to Teacher. | | |
| 2-3 days in advance | Phone confirmation | remind them you're coming, ask for questions | Student | Planning Sheet + Confirmation letter |
| | On field trip - | | | |
| 5 minutes | Introductions | Introduce yourself to hospital contact | Student | Planning Sheet + Confirmation |
| | | Introduce hospital contact to your class | | letter |
| | | Explain purpose of field trip to class | | |
| 40 minutes | Tour | | Hospital staff | |
| 2-5 min. | Summary | Ask class if they have questions | student | |
| | | Thank hospital staff | | |
| Within 3 days after Tour | Thank you | Send thank yous to hospital + principal | Student | give copies to teacher |
| " " | Evaluate project | Complete + turn in report. | Student | Leadership project summary report |

**Equipment Needed:** -

**Approved Expenses:** transportation to hospital

**Total Time Needed:** 50 minutes plus travel

**Special Room Arrangements:** ______________________

**Teacher Approval:** ______________________

**Approved Activity is to be conducted on:** ______________________
(Date)

**Comments:** ______________________

## LEAD[illegible]SHIP PROJECT PLANNING SHEET

Name:____________________

Class:____________________

Vocational Purpose:______________________________ Approved Activity:____________________

| TIME | ACTIVITY | METHOD | WHO IS RESPONSIBLE | RESOURCES |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
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| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Equipment Needed:____________________ Approved Expenses:____________________

Total Time Needed:__________ Special Room Arrangements:____________________

Teacher Approval:_______________ Approved Activity is to be conducted on:____________________
(Date)

Comments:________________________________________

# APPENDIX

## LIFE MANAGEMENT AND FHA/HERO

**Unit:**

1. Values and Goals
   FHA/HERO purposes: 1,2,3,6,7
   Power of One: A Better You, Family Ties, Working on Working
   STAR Events: Illustrated Talks

2. Relationships
   FHA/HERO purposes: 1,2,3,4,5
   Power of One: A Better You, Family Ties, Working on Working
   STAR Events: Illustrated Talks, Family Communications

3. Life Roles
   FHA/HERO purposes 1,2,3,4,5,6,7
   Power of One: A Better You, Family Ties, Take the Lead
   STAR Events: Illustrated Talks, Family Communications, Design a Business, Little Friends
   Peer Ed: Student body

4. Resources
   FHA/HERO purposes: 5,6,7,8
   Power of One: Working on Working, Speak Out for FHA
   STAR Event: All Star Chapter, All Star Project, Volunteer Action, Design a Business, Job Interview

5. Practical Reasoning
   FHA/HERO purposes: 4,6,7,8
   Power of One: All Modules
   STAR Events: Spread the Word, Volunteer Action, All Star Chapter, All Star Project, Design a Business
6. Choosing a Place to Live

   FHA/HERO purposes: 1,4,5,7
   Power of One: A Better You, Family Ties, Working on Working
   STAR Event: Illustrated Talk

7. Meeting Transportation Needs
   FHA/HERO purposes: 5,6,7
   Power of One: Family Ties, Working on Working
   STAR Event: Illustrated Talk

8. Managing Finances
    FHA/HERO purposes: 1,2,3,4,5,6,7,8
    Power of One: A Better You, Family Ties, Working on Working
    STAR Event: Job Interview, Illustrated Talk
    Peer Ed: Financial Fitness

9. Planning Food for Optimal Health
    FHA/HERO purposes: 1,2,3,4,5,6,7
    Power of One: A Better You, Family Ties
    STAR Event: Illustrated Talk, Family Communications
    Peer Ed: Student body

10. Clothing
    FHA/HERO purposes: 1,2,3,6,7,8
    Power of One: A Better You, Family Ties, Working on Working
    STAR Event: Illustrated Talk, Design a Business, Family Communications

11. Preparing for Marriage
    FHA/HERO purposes: 1,2,3,4,5,6,7,8
    Power of One: A Better You, Family Ties
    STAR Event: Illustrated Talk, Family Communication

12. Thinking About Parenthood
    FHA/HERO purposes: 1,2,3,4,5,6,7,8
    Power of One: A Better You, Family Communication
    STAR Event: Illustrated Talk, Family Communication
    Video: Are You Ready To Be A Parent?

# Incorporating STAR Events, Power of One, Nutra-Sweet and Peer Education

## STAR EVENTS

| | |
|---|---|
| All Star Chapter - | Class activities and projects relevant to FHA-HERO could be a part of the All Star Chapter scrapbook or display. |
| All Star Project - | Any area with an indepth project that make worthwhile contributions to families, schools or communities and are carried out by members of FHA-HERO. See rules in STAR Event Manual. |
| Design a Business - | Unit 3 Roles (Career section). Assignment sheet included. |
| Family Communication - | Unit 2 Relationships, Unit 11 Marriage, Unit 12 Parenthood. Assignment sheet included. |
| Food Service - | Not applicable to Life Management. Students must be enrolled in Occupational Foods. |
| Illustrated Talk - | Any Unit. Assignment sheet included. |
| Job Interview - | Unit 3 Roles (Career section). Assignment sheet included. |
| Little Friends - | Refer students to Child Development and Occupational Child Development. See rules in STAR Event Manual. |
| Parliamentary Procedure- | Refer to FHA-HERO chapter unless class is conducted using Parliamentary Procedure in which case a team of FHA-HERO members could compete. See STAR Event Manual for rules. |
| Spread the Word - | Unit 2 Relationships, Unit 4 Resources. See STAR Event Manual for rules. |
| Volunteer Action - | Unit 4 Resources or any other unit for which a community need is met by FHA-HERO members. See STAR Event Manual for rules. |
| Child Care - | Refer to Child Development and Occupational Child Development. See STAR Event Manual for rules. |
| Demonstrations - | Unit 6 Housing, Unit 7 Transportation, Unit 9 Foods, Unit 10 Clothing. Assignment sheet included. |
| Food Prep - | If space and time permits this could be coordinated with Unit 9 Foods. See the STAR Event Manual of rules. |
| Interior Design - | Unit 6 Housing. Assignment sheet included. |

| | |
|---|---|
| Personal Sewing - | Unit 10 Clothing or refer to Clothing Classes. See STAR Event Manual for rules. |
| **POWER OF ONE** | |
| A Better You - | Unit 1 Values and Goals |
| Family Ties - | Unit 2 Relationships, Unit 11 Marriage, Unit 12 Parenthood |
| Working on Working - | Unit 3 Roles (Career section) |
| Take the Lead - | Leadership Unit |
| Speaking Out for FHA - | Unit 2 Relationships, Unit 4 Resources, Leadership Unit or refer to FHA-HERO chapter |
| **NUTRA-SWEET** | Any unit where a project can be organized to fulfill a community need. |
| **PEER EDUCATION** | |
| Studentbody - | Unit 4 Resources (Stress) Unit 9 Foods, Unit 11 Parenting |
| Financial Fitness - | Unit 8 Finances (Financial Fitness Quiz included) |
| **PLANNING PROCESS** | Unit 5 Practical Reasoning |

## DESIGN A BUSINESS ASSIGNMENT

This assignment may be done by an individual or a group of 2-3 students. You should use entrepreneurial skills and knowledge in developing a plan for a small home economics related business. All work must be your own.

1. In planning a small business students will—
    - develop and document a written plan for establishing a small home economics related business.
    - complete the business plan guide
    - show evidence of skill mastery in– facility management, budget and credit management, personnel management (staffing), understanding of government regulations
2. The business must relate to an area in Consumer or Home Economics Occupations such as—
    - food and nutrition
    - clothing and textiles
    - home furnishing and housing
    - consumer education and home management
    - interpersonal and family relations

3.The student will submit to the teacher—

•a cover sheet with the name of the participant(s) and business

- two-page summary of the business plan
- Business Plan Guide (see following sheets)
- one typed copy of the business plan

4.The presentation of the business should be 15-20 minutes in length

Note: To compete in the region, state and national Design a Business STAR Event obtain an official set of rules. A rating Sheet is also included with the official rules and could be used for grading.

# FAMILY COMMUNICATION ASSIGNMENT

1. Develop an individual project designed to strengthen communication within the family.
2. Become familiar with methods of strengthening communication in the following areas:
   - one on one communication
   - resolving conflict
   - communication styles
3. Attempt to strengthen communication in your family with one of the following:
   - siblings
   - parents
   - other relatives
4. Include a 2-3 page summary report including:
   - rational for project
   - description of goals and activities
   - step by step use of the planning process
   - communication techniques tested
   - accomplishments
   - evaluation
   - how the project affected family communication
5. Be prepared to respond to a case study using communication knowledge and skills as part of the solution.
6. The project, summary and response to the case study will be worth 100 points.

Note: To compete in the region, state and national Design a Business STAR Event obtain an official set of rules. A Rating Sheet is also included with the official rules and could be used for grading.

# ILLUSTRATED TALK ASSIGNMENT

Each student will present an illustrated talk about an issue related to Life Management course.

1. An illustrated talk is a 5 to 10 minute speech presentation supported by visual aids about issues affecting the quality of individual and family life or occupational preparation. The issue chosen should be one that:
    - represents a concern of youths and of the participant
    - reflects current social or economic issues
2. The area chosen must ba an issue related to one of the areas of study in the Life Management class:
    - self esteem
    - family relations
    - communication
    - financial planning
    - goal setting
    - decision making
    - stress
    - clothing, fashion apparel
    - home furnishings and
    - home management
    - parenting
    - resources
    - careers
    - food and nutrition
3. Presentations should
    - discuss the issue
    - state how issue relates to individual, family life or occupational preparation
4. Student may use any combination of activities or visual aids with the necessary portable equipment. Suggested aids might include puppets, posters, slides, cassettes, charts and other media.
5. Notes may be used during the presentation.
6. Student will submit to the teacher an information packet prior to the presentation containing:
    - a cover sheet with the students name and topic.
    - an outline of the presentation
    - references used (publications, books)
7. Presentation and information packet must be the work of the student
8. All visuals should be easily visible by the class. The presentation area must be neat and tidy.
9. The Illustrated talk will be worth 100 points.

Note: To compete in the region, state and national Design a Business STAR Event obtain an official set of rules. A Rating Sheet is also included with the official rules and could be used for grading.

# JOB INTERVIEW ASSIGNMENT

Select a job with a home economics background such as selling fabric, teacher's aide, store clerk, food service worker, child care aide etc. The job should be one for which you are presently qualified. All information should be factual. All materials, other than letters of recommendation, must be the work of the participant.

**Assignment:**

- Job specification sheet: name of firm, firm size, job title, short job description, hours, wages typically offered for this job (typed on 8 1/2" X 11" paper)
- Resume (typed on 8 1/2" X 11" paper)
- Letter of application: address to firm indicated in job specification sheet (typed on 8 1/2" X 11" paper)
- Two letters of recommendation: one from a school official,counselor or teacher; one from an employer or other source (additional letters will not be considered in the evaluation process.)

Complete an application in the presence of your teacher using your resume, a dictionary and reference cards. The application form will ask for:

- personal information--name, address, social security number
- education--name and address of schools attended, dates of attendance, extracurricular activities;
- former employment--dates of employment, names and addresses of employers, salary, reason for leaving;
- information about the job desired, including salary expected.

Application forms must be completed in black or blue ink, approximately 15-30 minutes will be allowed.

Participate in an interview. Sample questions may include--

- How does this job relate to home economics?
- Do you enjoy working with other people or would you rather work alone?
- What preparation have you had for this job?
- What skills do you possess that will make you successful in this job?
- Good problem solving includes a careful review of facts and weighing of options before making a decision. How have you reached a practical decision by reviewing facts and weighing options?
- Describe a time when you were successful in dealing with an unstructured work environment.
- Describe an experience that illustrates your ability to be watchful and alert when supervising individuals or monitoring instruments/displays.
- What do you want to be doing five years from now?
- What do you consider to be your greatest strengths?

After the interview, you will have 15 minutes to compose an interview follow-up letter in the presence of your teacher. You may not use notes. The letter must be written in black or blue ink. Paper will be provided but you must provide your own pen. the letter should include--

- appreciation for the interview;
- further information not stated during the interview, if any; and
- whether or not the participant is still interested in the job.

Note: To compete in the region, state and national Job Interview STAR Event obtain an official set of rules. A Rating Sheet is also included with the official rules and could be used for grading.

# DEMONSTRATION ASSIGNMENT

Individual students will display their knowledge and ability to give a demonstration about issues concerning home economics. A demonstration is showing and telling an audience "how to" do something.

1. Students will select a topic related to any area or home management
2. The demonstration will be a minimum of 5 minutes, but not to exceed 10 minutes.
3. Students must include references, quote authorities, or give sources of information. This gives more prestige to the presentation and will also help eliminate giving erroneous information.
4. Students will submit to the teacher the enclosed Information Sheet, prior to completing the demonstration.
5. The demonstration is worth 100 points.

## INFORMATION SHEET

### Demonstration Assignment

Name________________________________ Period_______

**OUTLINE OF DEMONSTRATION:**

| What you plan to teach<br>(list concepts and references) | How you plan to teach it<br>(List activities and equipment) |
|---|---|

# INTERIOR DESIGN ASSIGNMENT

An interior design presentation shows the students knowledge of interior design by presenting an oral presentation about one aspect of interior design and how it improves the aesthetics of space in a home or office.

1. Student will present orally 5-10 minutes using models, tapes, charts, slides, demonstrations or any other visuals.

2. The presentation and information packet must be the work of the student.

3. Appropriate topics include–
   - rearranging furniture to get more livable space
   - creative storage
   - color coordination in decorating
   - using purchased accessories
   - using multipurpose furniture

4. Example resources–
   - Books, magazines, and journals
   - Resource person/s
   - Home improvement centers
   - Tours, open houses, model homes, etc